

Introduction

Welcome to Part 1 of *English for Teaching 1*. This overview module is to prepare you for the first part of the *English for Teaching* course.

This first unit of the module takes about one hour. By the end of the unit, you'll have an overview of the *English for Teaching* Part 1 content.

To begin the unit, watch the introduction from Rob.

Video Transcript

ROB: Hello and welcome to the first part of *English for Teaching 1*! My name's Rob, and I'll be with you throughout the course.

This is the very first module, and gives you an overview of the first part of the course. You'll have a preview of the kind of language you'll be studying, as well as some of the areas of teaching you'll be thinking about.

Each module's divided into three units, and I'll be introducing you to each one. This first unit of the overview module is to introduce you to the content you'll be studying, so you'll be ready to make the most of all the learning opportunities in the coming weeks.

Later on in the module, you'll be watching other teachers' tips for learning online, as well as thinking in more detail about the kind of language you need when you're participating in an online course.

About the course 1

These are just a few of the aims of your course. Which ones do you feel more confident about? Which do you think feel more difficult? Put them in order, from easiest to most difficult.

- Explaining common learner mistakes
- Describing your school in a piece of writing
- Using the present perfect tense
- Using past and present tenses
- Using adjectives and adverbs accurately
- Using timelines to help describe different tenses
- Making questions accurately
- Identifying stress in words and sentences

• About the course 2

All of the aims you just saw are connected to several different areas of your study in *English for Teaching*. You'll see those areas again and again in different modules. They are:

Language: you'll look at grammar and vocabulary

Pronunciation: you'll learn about different features of spoken English

Listening: you'll hear texts to introduce and give detailed information on different topics

Reading: you'll read articles, especially about teaching

Teaching: you'll find out about ideas that you can use with your learners.

About the course 3

Look at these different headings from the course. Which aspects of the course do you think they relate to?

Sections about pronunciation

- Word stress
- Find the links
- Intonation

Sections about language

- Making questions
- Words and definitions
- The use of 'like'
- Techniques for noticing

Sections about teaching

- Timelines
- You and your school
- Mingle activities

• About the course 4

It can be hard enough talking about these subjects in your native language, so often talking about them in a second or foreign language can be even more difficult.

How confident are you about the three areas of language, pronunciation and teaching? Take a moment to think about the question, and then open the headings to read more about each area.

Language

Talking about language might be the easiest one for you, especially if you've spent a lot of time studying English. Even if you haven't, you might have access to teaching support materials in English, and so the names of tenses, for example, might be easy for you to understand.

Pronunciation

Perhaps this is the most difficult. A lot of English teachers have not studied English pronunciation in detail and can find it a hard area to explain. If you're not confident about something yourself, you're probably not confident about teaching it to your learners.

Teaching

You might find it easy talking about teaching too. However, there's a lot of terminology to explain different teaching approaches, for example, and you might not be familiar with this. It's difficult to talk about teaching without considering learning, so are you confident when talking about how people learn a language? Do you know what the word *noticing* means, for instance? Don't worry if you don't know it – you'll find out in this first part of the course!

About the course 5

So, you'll use a lot of language on this course to talk about *English for Teaching*. You can see some useful terms and phrases below. Once again, put them in the correct group.

Language

- Frequency adverbs
- Countable and uncountable
- Time expressions
- Quantifiers

Pronunciation

- Phonemes
- Syllables
- Connected speech
- Stress patterns

Teaching

- Elicitation
- Concept checking
- Dictation
- Timelines

- [About the course 6](#)

Watch Rob again now. Over the next few slides, you'll continue to consider the three areas of language, pronunciation and teaching.

Video Transcript

ROB: So, did you know all of the words and phrases in the previous slide?

In the next few slides, you're going to carry on with this theme. You'll be able to check your understanding of aspects of language, pronunciation and teaching.

Remember this is like a taster – a short introduction – to the topics, as of course you'll be studying them in more detail in other modules.

- [About the course 6](#)

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Video Transcript

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Language 2

The language you're going to study on the course includes a review of the form and use of different tenses. This activity is to check your knowledge of different forms.

Look at the sentences and questions below, and decide which tense each sentence or question is.

I went to London for the first time in 1999.

Present perfect

Past simple

Past continuous

What do they like doing?

Present simple

Present continuous

Present perfect

I've called her several times.

Present simple

Past simple

Present perfect

I saw the news on TV last night.

Past simple

Past continuous

Present perfect

What's he like?

Past simple

Present perfect

Present simple

Language 3

Look at this sentence from the previous slide:

'I've called her several times.'

Do you know the names of the words in bold in the sentence?

I've called **her** several times.

Subject pronoun

Object pronoun

Adverb

Language 3

Look at this sentence from the previous slide:

'I've called her several times.'

Do you know the names of the words in bold in the sentence?

I'**ve** called her several times.

Subject pronoun

Main verb

Auxiliary verb

Language 3

Look at this sentence from the previous slide:

'I've called her several times.'

Do you know the names of the words in bold in the sentence?

I've **called** her several times.

Main verb

Auxiliary verb

Noun

Language 3

Look at this sentence from the previous slide:

'I've called her several times.'

Do you know the names of the words in bold in the sentence?

I've called **her** several times.

Subject pronoun

Object pronoun

Adverb

Pronunciation

Now check your understanding of some of the terms about pronunciation you saw earlier in the unit.
Match the words to the best definition.

These are the sounds of words, and each one is often represented by a symbol.

Phonemes

Every word has at least one of these. You can play games with your learners to count them.

Syllables

To get this right, you need to know which syllable to emphasise.

Word stress

This is how your voice rises and falls when you speak.

Intonation

This involves the sounds of different words linking together.

Connected speech

Teaching

This time, check your understanding of some of the terms about teaching you saw earlier in the unit. Like in the last slide, match the words to the best definition.

This is a very common type of activity: one person speaks, others write.

Dictation

These are especially useful for talking about different tenses.

Timelines

For this, you ask learners questions – you want them to tell you something.

Elicitation

These are when you ask your learners to stand up and speak to lots of different classmates.

Mingle activities

This is when you make sure learners understand something.

Concept checking

End of unit

That's the end of Unit 1 in the *Overview* module. You should now have an overview of the *English for Teaching Part 1* content.

Watch Rob's round-up now.

Video Transcript

ROB: That's the end of the first unit in your *English for Teaching* course, and I hope you've found it useful. Hopefully you'll feel more confident about the different areas your course covers now.

In the next unit, you'll start to think about how you can best organise your online learning during this course. See you there!

Introduction

Welcome to the second unit of this *English for Teaching 1 Overview* module. This unit takes about one hour. By the end of the unit, you'll have:

- considered how best to plan your online studying
- thought about how to link your studies to your classroom teaching.

To begin the unit, Rob has a couple of questions for you. Watch the video.

Video Transcript

ROB: Hello and welcome to the second unit.

I hope the first unit gave you a feel for the course – by now, you should have a very good idea about the content you're going to study, in terms of language and teaching.

For some of you, this may be the first time you've studied online. Or perhaps you've studied online before, but never in another language. Whatever's true for you, this unit will hopefully prepare you for studying online for this course – and beyond.

To begin with, think about these questions:

- How do you feel about studying online?
- How will you find time to study for this course?

Studying online 1

Lots of teachers around the world have studied on British Council courses. Watch this video of four teachers who have experience of taking a British Council online course. They're talking about their experiences of studying online. They're answering these three questions:

- What tips would you give for someone studying online?
- How do you find time to study when you're teaching?
- How do you apply what you learn (i.e. do something practical as a result of studies)?

Video Transcript

[ON SCREEN: What general tips would you give someone for studying online?]

MOHAMMED: Be open to new ways of learning.

NOEMI: What you need to study online is just a computer or a tablet and a good internet connection. But what you need more is to set goals. You need to be determined in following your goals because it is difficult to find time for studying when you teach every day.

LAI: The best thing about studying online is you can do it any time and any place you like. This is why time management is important.

NADIA: You have to be a social person and to log on at least once a day and more often if you can, because you have to keep in touch with the other students that are colleagues and teachers just like you.

MOHAMMED: Be proactive. If you have a question or don't understand an assignment, contact your moderator.

[ON SCREEN: How did you find time to study when you were also teaching?]

LAI: Of course, it was not easy as we have to sacrifice our free time after school hours to study English for teaching. The only time to complete our tasks were during the evening, nights or sometimes 'til the wee hours.

MOHAMMED: It's really a matter of time management. I usually study at night. I spent one hour, sometimes I need, er, more than one hour to study.

NOEMI: What I did to solve this problem was to carefully plan my evenings. Er, I dedicated one hour a day to correct my students' tests, then half an hour to plan my lessons for the following day and at least half an hour to study English online.

NADIA: The course is demanding, but not impossible. Remember that it's all a matter of organisation. Take a fixed moment of the day in which you are not available for anyone, because you are studying and you are doing your homework.

Studying online 2

Fill in the gaps with the correct word to complete these tips that the teachers gave for studying online.

Be

open

to new ways of learning.

Be

determined

in following your goals.

It's a matter of

time

management.

You have to be a

social

person.

Be

proactive

! If you have a question or don't understand an assignment, contact your moderator.

Log on

at least once a day.

Studying online 3

Time management is a really important part of studying online. Look at what Noemi and Nadia said about it, and choose the correct words to fill in the gaps.

Noemi: I dedicated one hour a day to correct my students' tests, then half an hour to plan my lessons for the following day, and

at least Toggle Dropdown

half an hour Toggle Dropdown

to study English online.

Nadia: Remember that it's all a matter of

organisation Toggle Dropdown

. Take a

fixed moment Toggle Dropdown

of the day in which you are

not available Toggle Dropdown

for anyone because you are studying and you are doing homework.

Thinking about teaching 1

You should find plenty of ideas to use in your classroom on this course. Watch Rob talk more about this.

Video Transcript

ROB: Hopefully it was useful for you to listen to those teachers talking about their studying experiences. For me, one of the most important things is to make a link from what you study here on this course to what you do in the classroom.

This section is about that.

You'll spend time during the course thinking about teaching, as you saw in the first unit. But that doesn't just mean reading about it! Sometimes, you'll be doing some activities to practise or review an area of language. These activities could also be useful for you to use in *your* classroom. It's like you're doing two things at once: you revise some language, and at the same time you might learn a new activity or game to do in your classes.

Thinking about teaching 2

As Rob said, often you'll have the chance to experience activities while you study English. In some cases, the activity may be totally new to you. How many of these do you know?

Mutual dictation

Alphabet grammar

Noughts and crosses

Find someone who...

The question game

Thinking about teaching 3

All of the activities in the previous slide are in this part of the *English for Teaching* course. You're going to do one of them in the next section: 'Find someone who...'.

A Find someone who... activity is a speaking activity which involves learners trying to find someone in their group who matches a description. Here's an example:

The group are practising using the present perfect for experiences. Among the group there are learners who have to:

- find someone who has been abroad
- find someone who has eaten something really strange
- find someone who has done a bungee jump.

This is a very versatile activity, which can be adapted to almost any language aim. For example, learners can practise multi-word verbs ('Find someone who has *looked after* a small child') or character vocabulary ('Find someone who is *nervous* when they fly').

On the next slide you'll watch a Find someone who... activity being used in a classroom with adult learners.

Find someone who... 1

You're going to watch a teacher setting up a Find someone who... activity. To prepare the class for the activity, the teacher checked by asking 'How do you ask people about things they like?' and getting examples from the learners: 'Do you like football?' Then he wrote the examples on the board. Watch the clip and select what the teacher does to set the activity up.

Video transcript

MALE TEACHER: OK. Now, I'd like you to look at this worksheet. In a minute, you're going to ask your classmates questions to find out what they like. In the second column, remember to write the names of your classmates – so you know who likes what. And put a tick in this box if they like the particular thing, a cross if they don't like it. Now at the bottom of the worksheet there is space for your own ideas, so activities and things that they may or may not like. Think of your own ideas and write them in the space here. OK? [Distributes worksheets]

OK. So, please at the bottom, write your own ideas, first of all.

LEARNERS: [Learners write on worksheet]

TEACHER: Done? Right. What I'd like you to do next is for us to get up, and go round the classroom, together in the middle, and just ask each other questions and tick whether your classmate likes something or whether they don't.

LEARNERS: [Learners mingle each other the questions]

He explains the activity.

He gives instructions.

He checks that the class understands.

He gives the learners a worksheet.

He asks the learners lots of questions.

Find someone who... 2

Look at the verbs the teacher uses in the video from the last slide when he gives instructions. What form of the verb does the teacher use?

Now, look at the worksheet.

The imperative form

The present simple form

The present continuous

In a minute you're going to ask your classmates questions to find out what they like.

The imperative form

Going to

The present continuous

In the second column you write the names of your classmates – so you know who likes what.

The imperative form

The present simple form

The present continuous

And put a tick in this box if they like the thing, a cross if they don't like it.

The imperative and present simple

The present simple only

The imperative and present continuous

Now, at the bottom of the worksheet there is space for your own ideas – so – activities and things that they may or may not like. Think of your own ideas and write them in the space here. OK?

The imperative and present simple

The present simple only

The imperative and present continuous

Find someone who... 3

Now you're going to think about creating a Find someone who... activity for one of your own classes. Put the words in the right order to create questions for you to think about. When you've finished, think about the answers to the questions for your classes.

☐	• How
☐	• old
☐	• are
☐	• your
☐	• learners
☐	• ?

Find someone who... 3

Now you're going to think about creating a Find someone who... activity for one of your own classes. Put the words in the right order to create questions for you to think about.

When you've finished, think about the answers to the questions for your classes.

4 items remaining

- are
- in
- ?
- interested
- they
- What

- What

- are

- they

- interested

- in

- ?

Find someone who... 3

Now you're going to think about creating a Find someone who... activity for one of your own classes. Put the words in the right order to create questions for you to think about.

When you've finished, think about the answers to the questions for your classes.

- do
- they
- boring
- What
- find
- ?

- What

- do

- they

- find

- boring

- ?

Find someone who... 3

Now you're going to think about creating a Find someone who... activity for one of your own classes. Put the words in the right order to create questions for you to think about.

When you've finished, think about the answers to the questions for your classes.

- have
- they
- been
- vocabulary
- ?
- recently
- learning
- What

- What

- vocabulary

- have

- they

- been

- learning

- recently

- ?

Find someone who... 3

Now you're going to think about creating a Find someone who... activity for one of your own classes. Put the words in the right order to create questions for you to think about.

When you've finished, think about the answers to the questions for your classes.

4 items remaining

- focusing
- been
- ?
- structures
- Which
- language
- you
- on
- have

• Which

• language

• structures

• have

• you

• been

• focusing

• on

• ?

Find someone who... 4

Now read the second part of some sentence halves for three Find someone who... activities. Decide which language point each one is practising.
Find someone who...

Practising the present simple for habits and states

- ...watches TV every night.
- ...likes football.
- ...has a pet at home.

Practising the present perfect tense

- ...has done their homework.
- ...has been abroad.
- ...has been to London.

Practising talking about future plans

- C...hopes to study at university.
- ...would like to live abroad.
- ...is going to watch TV tonight.

Trying something new 1

Watch Rob talk about Find someone who... activities, and also the focus of this section: trying out something new in your classroom.

- How often do you think you'd like to change and try something new in your teaching?
- What kinds of things do you want to change?

Video Transcript

ROB: So, what did you think of Find someone who...? You might have done something similar in your classes already, but if you haven't would you use it?

How many questions you put in will depend on how many learners you have in a group, and I think it's a good idea to include at least, say, six questions. Once your learners have done the activity once, it's a good one to use to review different language structures.

[longer pause]

Making the connection between what you find here on the course and what's in your classroom is very important. In this section, you're going to hear, once again, from the teachers you saw earlier.

Trying something new 2

Watch the teachers again. They're talking about how what they learned on their course helped them in the classroom. Match the summary to the correct teacher.

This teacher talked about giving more time to their learners to practise speaking.

Teacher 4: Noemi

This teacher talked about using 'prompts' to write a story.

- Teacher 1: Nadia

This teacher talked about managing their classes better.

- Teacher 3: Mohammed

This teacher talked about using a story about mice with their learners.

- Teacher 2: Lai

Trying something new 3

You can see from what Lai, Mohammed, Noemi and Nadia say that there are lots of ways to link what you do on the course to what you do in the classroom.

You might find that you learn useful techniques to help you manage activities better, or to control your classes more easily – just like Mohammed said.

You could feel a change in the way you teach, like Noemi: perhaps you'll also feel more confident in giving your learners more time to use their English.

Finally, like Lai and Nadia, you'll have the chance to use materials you find on your online course in your classroom. This could be something as simple as an activity – like Find someone who... – or a more complete resource, such as a board game or a story.

Whatever you end up using, don't forget you might have to adapt the approach, technique or activity to be suitable for your learners. This is another very valuable skill for you as a teacher – to be able to adapt!

Whatever practical things you learn on this course, why not share them with your colleagues? You could leave information on your noticeboard, send a message or email, or even arrange for a 15- to 20-minute meeting. If they leave with practical ideas, they're sure to appreciate it!

End of unit

That's the end of Unit 2 in the *Overview* module. You should now have:

- considered how best to plan your online studying
- thought about how to link your studies to your classroom teaching.

Watch Rob's round-up now.

Video Transcript

ROB: You're at the end of Unit 2 now, and I hope it's been helpful in two main areas. Firstly, in preparing you for studying online – you need to think about how you're going to do it! Plan to set aside some time.

The other area is making the link between this course and your teaching. Often that might be by actually taking an activity you do on this course and adapting it to use with your learners.

See you in the next unit!

Introduction

Welcome to the third unit of this *English for Teaching 1 Overview* module. This unit takes about one hour. By the end of the unit, you'll have:

- thought about how to complete your course profile
- considered the importance of discussion on the course forum
- seen some useful language to use on the forum.

Watch Rob before you begin.

Video Transcript

ROB: This final unit of the module is to help you prepare for the more practical realities of studying online! You saw some tips for your studies in the last unit, but this unit is more about creating your online profile and interacting with your coursemates – or the other teachers who are taking this course.

So, yes! Although studying online can feel lonely sometimes, you're not actually alone...

Your profile 1

How do you feel about having an online profile? Listen to three people talk about how they feel. Match them to the correct description.

This speaker is careful about sharing information, but thinks it's a real advantage of studying online that you can find out about people you've never met before.

- b.

This speaker loves studying online, as well as sharing lots of information about themselves.

- a.

This speaker really doesn't like being online in general, but has a different attitude to studying online.

- c.

Your profile 2

By now you should be familiar with your profile for this course, and you should know that you can add a photo and also complete a biography. Look at this moderator biography and choose the phrases to fill in the gaps.

I'm one of the moderators on this course.

I've been working as a teacher for

20 years, in adult and secondary education.

I'm especially interested in

using stories in my teaching (I love reading myself).

Originally I'm from

Scotland, but I now live in London.

In my free time, I enjoy

walking, running and cycling.

When I'm not doing that

, I like cooking!

I'm looking forward to

working with teachers from around the world :)

Your profile 4

Over the last few slides, you've seen lots of useful language for when you're completing your own profile on this site. Have you created your profile yet? If not, why not write something now – using some of this language to help! Open the headings to find some examples.

Introducing yourself

My name's...

Originally I'm from...

I currently live in...

Talking about your professional life

I've been working as a teacher for...

I work mainly with... (primary/secondary/adults)

I'm really interested in...

Talking about your personal life

In my free time, I...

When I'm not doing that, I...

I'm also a keen...

The forum 1

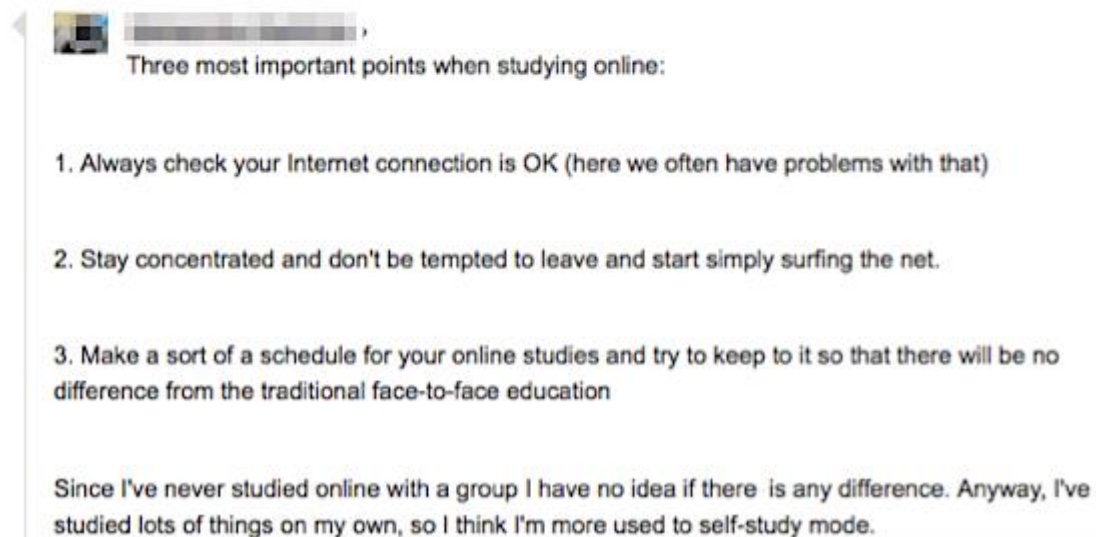
Being active on this course is not just about having a nice, clear profile for your coursemates to read. It's also about being involved in discussions online, in the forum. In this section, you'll look at the benefits of being active in the forum, and then later you'll also see some language that can help you share your opinion.

To begin, think about this question: what are the benefits of the online forums on this course? Take some time to think about this and make some notes. When you have a few ideas, move on to the next slide and compare them with what you read there.



What are the three most important points to keep in mind as you study online?

At the moment you are studying in self-study mode. How is this different from studying online with a group?



Expand

The forum 2

Are the headings you see on this slide the same as any of the ideas you wrote down? Open each one to read more.

Sharing ideas

This is a really important feature of the forum on your course, and indeed any online course. You bring all your experience, skills and knowledge as a teacher to this online course. If you consider all the other teachers on the same course, that's a lot of experience, skills and knowledge to share! You'll benefit from reading what other teachers say, just like other teachers will benefit from reading what you have to say.

Feeling part of a community

Sharing ideas will help you feel part of the course community. Teaching can sometimes be lonely: you might spend most of your time teaching and running between different lessons! The chance to feel part of a community of teachers, to share ideas and discuss education freely, can be a very positive experience.

Quality of discussion

It may be surprising to read this, but online forums can actually have a better quality of discussion than those which are face-to-face. Why is this? Well, it's normal for participants to approach more important discussions in detail – to consider problems and solutions, for example. As the course is online, you can take time to decide exactly what you want to write, and only share it with your colleagues when you're ready. In contrast, sometimes in face-to-face training there might only be one 'moment to share', and if you're not ready at that moment you can't share your thoughts. It's different online.

Improving your language skills

If you're taking time to think about what you're writing, especially in the more detailed discussions, you're naturally also thinking about the language you're using. That's why forums can be a great place to improve your English too. The next section in this unit is about some useful language for you to use on your course.

The forum 3

Here's a list of good ideas (Dos) and bad ideas (Don'ts) for your participation in the forums. Decide which words go in the gaps.

Do read what the

other teachers

say.

Do

share

your ideas.

Do

take time

and think about your contributions.

Do

notice

the language other participants use.

Don't

copy and paste

other people's ideas!

Don't only interact with

your moderator

.

Don't be impolite with other

participants

The forum 4

As you saw earlier in this unit, communicating in the forum is not only a good way of learning and sharing ideas but also an excellent chance to improve your English.

Tabs

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Noticing

You'll learn more about noticing on this course. In short, it means when you pay attention to language, when you're listening or reading usually. To notice, you pay attention to the form (the words themselves), the use (where is it being used? Why?), the meaning (what does it mean?) – or all of these. When you're reading posts by the moderator or your coursemates, try to notice the language they use.

Opinions

A lot of discussion in the forum will need you to give an opinion. The next few slides are to introduce some useful language that you can use when you post. It might be a good idea to take some notes – or maybe copy and paste these phrases into a Word or Google document that you can easily copy and paste from when you want to post.

Forum language 1

First of all, try to put these questions in the correct order. They are all asking for someone's opinion.

• What

• do

• you

• think

• about

• this?

Forum language 1

First of all, try to put these questions in the correct order. They are all asking for someone's opinion.

Do

you

think

that's

right?

Forum language 1

First of all, try to put these questions in the correct order. They are all asking for someone's opinion.

What's

your

view

on

this?

Forum language 1

First of all, try to put these questions in the correct order. They are all asking for someone's opinion.

Would

you

agree

with

that?

Forum language 2

Now try to put the words in order to make sentences which are giving an opinion.

• Personally,

• I

• think

- you're

- absolutely

- right.

Forum language 3

Agreeing and disagreeing is also part of discussion in the forum. Put these phrases into the correct group.

Agreeing

- I couldn't agree more.
- Absolutely.
- I totally agree.
- Exactly.

Disagreeing

- I don't think that's right.
- Absolutely not!
- I'm afraid I totally disagree!

Partly agreeing

- That's partly true, but...
- I see your point, but...

• End of unit

That's the end of Unit 3 in the *Overview* module. You should now have:

- thought about how to complete your course profile
- considered the importance of discussion on the course forum
- seen some useful language to use on the forum.

Watch Rob's round-up now.

ROB: So, do you feel ready to start? This unit should've given you some good tips for your life online with other participants. Do share your ideas and your opinions – and remember you can take time to write your contribution if you want. And maybe you can experiment a bit with your language – as well as noticing what language others are using.

See you in the next module!