

Module 6

Unit 1 – EFT1 part 1 – In my experience

Unit 1, Chapter 1 – EFT1 part 1 – In my experience

Introduction

Welcome to the *English for Teaching 1: In my experience* module. This first unit of the module takes about one hour. By the end of the unit, you'll be able to:

- talk about life experiences related to work
- analyse example sentences using the present perfect and use these to complete grammar 'rules'

To begin the unit, watch the introduction from Rob.

ROB: Welcome to the module!

This module's title is 'In my experience'. You're going to practise talking about the experiences you've had so far in your teaching career, the ones that have led you to where you are now.

This first unit of the module is about language. You'll listen to and read the language in context first, before focusing on it in more detail in a language analysis.

When I think about my teaching experience, I always remember my first ever class. That was in Britain and they were a great group but I think I probably learned more about teaching than they did about language for that term! Since then I've had many classes and taught different age groups but I think primary is my favourite to teach, though if you ask me on a different day and I might have a different answer!

How about you? You'll be asked about your experience in this module so start thinking about it now. First, though, you'll listen to another teacher talking about her experience. Move on to the next slide to listen to May Lee.

Meet May Lee 3

Did the pictures help you get ready for the listening? Listen to Rob talking about the use of pictures and predicting.

ROB: Pictures can help you think about the topic and vocabulary. They also help you to think about what you'll hear. This is called predicting or making a prediction. It's a good idea to ask your learners to check predictions when they listen. This makes the task more personal and more interesting than just answering questions. Next you'll look at language for comparing and contrasting your experiences with other people's.

Meet May Lee 4

The expressions below show useful language for discussing similarities and differences. Put the useful language into the correct category.

Similarities

- **Correct**We have both...
- **Correct**Both of us have...
- **Correct**Neither of us have...

Differences

- **Correct**Whereas (my partner) has..., I have...
- **Correct**I have... but (my partner) has...
- **Correct**The biggest difference is that...

Meet May Lee 5

Read the short text where a teacher compares herself with May Lee. Add the words into the correct gaps.

There are some similarities and some

- **Correct**differences

between May Lee and me. We

- **Correct**both

love teaching and we've been teaching for about the same amount of time. The biggest

- **Correct**difference

is our teaching contexts. I teach adults,

- **Correct**whereas

May Lee teaches kids. Another difference is that while May Lee has only ever taught English, I've also taught life

skills and numeracy skills for adults.

- **Correct**Neither

of us have ever thought about changing our job – we both seem to have a passion for it!

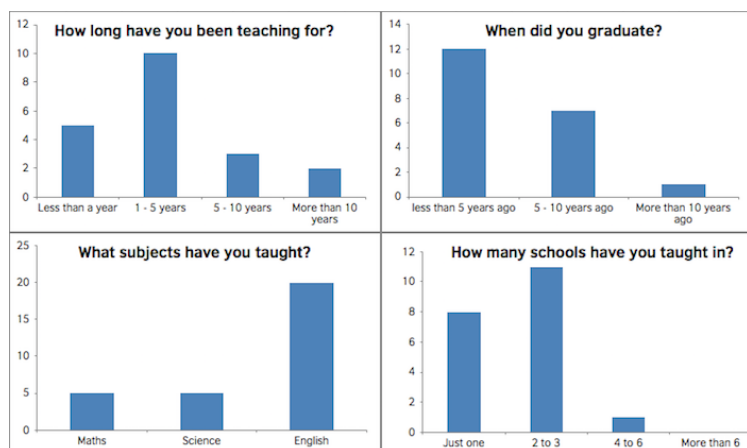
Meet May Lee 6

Can you remember what Rob said about his teaching experience at the start of this unit? Watch him now and hear him compare his experiences with May Lee's.

ROB: May Lee told us about her teaching experience. Do you have anything in common with her? The thing I have in common with her is that we both love teaching. What about you? Do you and I have anything in common about our teaching experiences? What about you and your colleagues? In the next section you'll look at forming questions to find out.

Teaching experience survey 2

A group of 20 teachers were asked some of the same questions the interviewer asked May Lee. They weren't interviewed, though. They were given a survey: an online form to complete. Look at the results of the survey and decide if the statements are true or false.



The majority of survey participants have been teaching for 2–5 years.

true

false

Some participants have worked in more than six schools.

true

false

Most of the participants graduated less than five years ago.

true

false

Some participants have taught maths.

true

false

Teaching experience survey 3

Surveys can also be useful for getting learners to present their results. Look at the useful language and decide if you would use these phrases at the beginning, in the middle or at the end of a presentation.



Beginning

- We're going to talk about...
- The results of the survey were as follows.

Middle

- The majority of participants...
- Some participants... while others...
- Only a few participants...

End

- Do you have any questions?
- Thank you for listening.

Teaching experience survey 4

Have you ever used a survey activity with your learners? Watch Rob now and hear what he's done with his groups.

ROB: Have you ever used a survey or questionnaire with your learners? I've found them really useful in my teaching over the years, and I've used them in different ways. For younger learners I've used sheets of paper where they've added their name in a column, and for older learners I've used online tools and Excel. I find you can get a lot of language out of them, as learners are usually keen to talk about the similarities and differences between themselves and the class. Why not give it a try yourself?

Move on, now, to analyse the target language of this unit a little more closely.

Unit 1, Chapter 2 – EFT1 part 1 – In my experience

Language analysis 1

Look at the following examples from the recording with May Lee:

I've taught at two different schools.

Can you answer the following questions? Think about them first and then select each question to read the answers.

Did this happen in the past?

Yes – this happened in the past.

Do you know when?

No – there's no information about when this happened.

What tense is this?

It's the present perfect tense.

How do you form it?

Have/has + past participle: *have taught*

In the example on this slide, *I have* is contracted: *I've taught*.

On the next slide you'll look at some more examples.

Grammar quiz 1

Now do a grammar quiz to check your understanding. Read each sentence and then decide on the correct answers for the questions that follow.

Sentence 1:

-- May Lee worked for two years in a primary school.

Does she work there now?

No

What tense is the verb?

Past simple

Sentence 2:

-- May Lee has been a teacher for six years.

Is she a teacher now?

Yes

What tense is the verb?

Present perfect

Choose the correct tense for the following rules:

You use the

past simple

when you talk about an action that happened in the past and is now finished.

You use the

present perfect

for an action that started in the past and continues to the present.

Sentence 3:

-- May Lee has taught first and second grade.

Do you know exactly when?

No

What tense is the verb?

Present perfect

Sentence 4:

-- I taught first grade in 2005.

Do you know exactly when?

Yes

What tense is the verb?

Past simple

Choose the correct tense for the following rules:

You use the

past simple

when you talk about something that happened at a specific time in the past.

You often use the

present perfect

to talk about past experiences, when you don't mention a specific time.

Grammar quiz 2

Over the new few slides you'll look at some other examples that are more general and not from the interview. Again, choose the correct answer for each question.

-- Pierre's just come home from work.

Is Pierre at home now?

Yes Correct Toggle Dropdown

When did he arrive there?

A short time ago Correct Toggle Dropdown

-- Pierre hasn't come home from work yet.

Is Pierre at home now?

No Correct Toggle Dropdown

Do I expect him to come home?

Yes Correct Toggle Dropdown

Which of the following sentences is correct?

I haven't finished yet Correct Toggle Dropdown

Grammar quiz 3

Choose the correct options for this next example.

--- My dad's gone to the doctor.

Where is my dad?

At the doctor's Correct Toggle Dropdown

-- My dad's been to the doctor.

Where is my dad?

Here Correct Toggle Dropdown

-- A learner arrives late to class.

What do you say?

Where have you been? Correct Toggle Dropdown

Grammar quiz 4

Choose the correct options for this final example.

-- These sentences are both correct:

Mireia has had her current job for the last five years.

Mireia has had her current job since the year 2013.

Choose the correct form for the following rules:

You use

☒ Correct Toggle Dropdown

when you describe a **length** of time.

You use

☒ Correct Toggle Dropdown

when you describe a time from a **point** in the past to now.

You can use *for* with the

☒ Correct Toggle Dropdown

.

You can use *since* with the

☒ Correct Toggle Dropdown

.

ط

Grammar quiz 5

Find the mistakes in each sentence. (Look back at the language analysis section first if you wish.) Write the correct sentence – remember to use correct punctuation!

1.

The teacher have just arrived.

The teacher has just arrived.|The teacher's just arrived.

2.

Have you ever teach six-year-olds?

Have you ever taught six-year-olds?|Have you ever taught six year olds?

3.

I've graduated three years ago.

I graduated three years ago.

4.

I am here since twelve o'clock.

I've been here since twelve o'clock. | I have been here since twelve o'clock.

5.

How long you have worked here?

How long have you worked here?

6.

She's lived in Turkey since twelve years.

She's lived in Turkey for twelve years. | She has lived in Turkey for twelve years.

7.

They have just arrive.

They've just arrived. | They have just arrived.

8.

Have you yet seen the new coursebook?

Have you seen the new coursebook yet?

9.

I've never go to China.

I've never been to China. | I have never been to China.

10.

We have this car since August.

We've had this car since August. | We have had this car since August.

End of unit

That's the end of Unit 1. You should now be able to:

- talk about life experiences related to work
- analyse example sentences using the present perfect and use these to complete grammar 'rules'

ROB: How did you get on in the grammar quiz? You'll practise using some of this language in later units. Remember, you can also come back and redo the quiz as many times as you wish.

You've reached the end of this unit about language now.

You were exposed to the target language – the present perfect – throughout the unit, in my examples and also in May Lee's examples that you both listened to and then read.

Now, only after that did you do an actual language analysis and focus in detail on it. Do you like looking at language in this way? Perhaps you prefer to focus on language first and then use it in context?

Whatever your preference, it's good practice to do it both ways, for you and for your learners too! In the next unit you'll look in more detail at the language from a pronunciation perspective by looking at connected speech.

Unit 2 – EFT1 part 1 – In my experience

Introduction

Welcome to the second unit of the *In my experience* module. This unit takes about one hour. By the end of the unit, you should be able to:

- recognise and use features of connected speech (final consonant/initial vowel sound linking)
- adapt a communicative activity for use in your own teaching context.

To begin, watch Rob introduce you to the unit.

ROB: Welcome to the next unit of the module, where you'll focus on pronunciation – specifically, connected speech.

Did you listen carefully to May Lee in the previous unit? Not just what she said, but how she said it. Maybe you always listen out for features of pronunciation?

It can be good to focus on certain aspects of pronunciation, as learners often say English words seem to 'run into one another' and change sounds when put in a certain order. Focusing on this area of pronunciation can be difficult sometimes, but really helps to develop your speaking skills, and your listening too! Pronunciation is one of my favourite aspects of language, so I hope you enjoy this unit.

Find the links 1

In this section you'll look at language that sounds linked together. This is called **connected speech**.

Listen to the teacher saying this sentence:

I've been a teacher for ages.

Which words sound linked? Look at the image with the links between the words. Can you hear them? Listen again, and open the question to find out why there are links in some places and not in others.

Notice the bold letters: final consonant sounds link to initial vowel sounds.

I've been **n** a teacher for **r** ages.

Find the links 2

Watch Rob before starting this activity.

Write down these sentences on a piece of paper. Listen and draw the links between the words.

- 1 I like it.
- 2 I graduated in 2000.
- 3 I've taught in two schools.
- 4 He's just arrived.
- 5 I studied it at home.

ROB: As you start to look at connected speech in more detail, you'll start to see what makes the links between the words.

It's a good idea, at this point, to listen to each sentence a few times, rather than just once or twice, to make sure you really notice the sounds.

Now, it's time to get a pen and paper out, as you're going to draw the links you start to hear between the words that are connected together.

Find the links 3

Look at the image with the links. Are these the same as what you have on your piece of paper from the previous activity?

It's important to note that here it's the *sound* that's important, not the letter: *like* ends with the letter e (a vowel) but a consonant sound /k/. It's this consonant sound that links to the next word: like-it → 'kit'.

Listen to each sentence and repeat it, looking at the links. Try to copy the sounds as carefully as possible.

1. I like it.

2. I graduated in 2000.

3. I've taught in two schools.

4. He's just arrived.

5. I studied it at home.


Find the links 4

It can be helpful for learners to break down sentences into 'chunks' when drilling. This can help to show links between sounds.

To say this:

I like it.

Try chunking it like this:

kit
like it
I like it.

To say this:

I've been a teacher for ages.

Try chunking it like this:

been a

been a teacher

been a teacher for ages

I've been a teacher for ages.

To say this:

I graduated in 2000.

Try chunking it like this:

din

graduated in

I graduated in 2000.

Find the links 5

You can use the activity you just did with your learners, too. How you drill them is important, and you can vary the interaction patterns. You might drill the class all together at first, then in groups and finally as individuals.

Watch Rob now, who has some advice.

ROB: Remember that focusing on aspects of pronunciation is a way of developing listening and not just speaking skills. Focusing on connected speech like this is really important because it helps learners understand natural speech, as well as helping them improve their own pronunciation. If learners aren't aware of how many English speakers link sounds, they will have real difficulty understanding.

How you help your learners with pronunciation is important too. Choral drilling is good for giving learners confidence as they can blend in with the group, but individual drilling is good for assessing individual performance.

Breaking down sentences into 'chunks' adds support for learners, especially when focusing on connected speech: they can concentrate on the links between individual words first before trying to put it together in a whole sentence.

In the next section, you'll listen for some more connected speech, before using it in an activity.

Communicative game 1

In this section you're going to look at a communicative game using short answers.

First, you have to analyse some connected speech – you'll need a pen and paper to do this. You'll be able to check your answers on the next slide.

On a piece of paper, write the following short answers:

Yes, it has.

No, never.

For ages.

No, we haven't.

No, I haven't.

Say each out loud and then add where you think the speech is connected. One of the answers doesn't usually have connected speech. Which one?

Communicative game 2

Look at each sentence and answer the questions.

Yes it has. -- Are any of the words here connected?

Yes

No

Feedback

That's right: the *s* in *yes* is connected to the *i* in *it*:

Sit

Sit has

Yes it has.

No, never. -- Are the words here connected?

Yes

No

Feedback

Correct – these words aren't connected. There is a slight pause after the word *no*, so it doesn't connect to the next word.

For ages. -- Are the words here connected?

Yes

No

Feedback

Correct – the *r* in *for* is connected to the *a* in *ages*.

No, we haven't. -- Are any of the words here connected?

Yes

No

Feedback

Correct. *No* and *we* both end in a vowel. This vowel sound carries over into the next word. *No-we-haven't*.

No, I haven't. -- Are any of the words here connected?

Yes

No

Feedback

They are – well done! There's an extra *w* sound added to the word *no*. *No-(w)-I haven't*.

Communicative game 3

Look at the image, which illustrates a game you can play to practise connected speech. It's called 'Noughts and crosses'.

Read through the instructions and put them into the correct order to make part of a lesson plan for the game.



[Expand Image](#)

- Draw a 3x3 grid on the board.
- Fill it with short answers. You can use different answers, e.g. 'No, they haven't.', 'Yes, she has.'
- Divide the class into two teams, and ask them to look at the grid and short answers.
- Ask Team 1 to pick a square and think of a question which gives the answer in the square.
- If their question is correct, they can put an X in the square.
- Team 2 then chooses another square and thinks of a question to go with the answer.
- If the second team's question fits the answer, they can put an O in the square.
- The winner is the team with a line of three Xs or three Os – horizontally, diagonally or vertically.

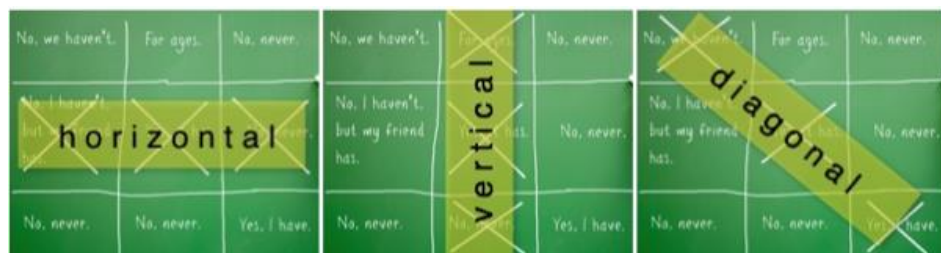
[Hide answers](#) [Show feedback](#) [Try again](#)

Communicative game 4

Watch Rob explaining why it's a good idea to focus on aspects of pronunciation in games and other short activities like this.

You can use this game with many language points you teach. It works for questions and answers, but also for:

- sentence beginnings/endings
- words/definitions
- different tenses of the same verb
- opposites
- synonyms
- pictures/words.



End of unit

That's the end of Unit 2. You should now be able to:

- recognise and use features of connected speech (final consonant/initial vowel sound linking)
- adapt a communicative activity for use in your own teaching context.

Now watch Rob's round up.

ROB: I hope you've found all this focus on pronunciation useful. That's the end of Unit 2 though now. In the next unit, you'll find more teaching ideas – including working with timelines.

Unit 3 – EFT1 part 1 – In my experience

Unit 3, Chapter 1 – EFT1 part 1 – In my experience

Introduction

Welcome to the third unit of the *In my experience* module. This unit takes about one hour. By the end of the unit, you'll be able to:

- create and evaluate timelines to illustrate the meaning of the present and past simple and continuous verb tenses
- use seven noun–noun and verb–noun collocations to talk about your experiences of language analysis
- write SMART objectives based on learning from this module.

Now watch Rob's introduction.

Video Transcript

ROB: Hello, and welcome to the third unit of this module.

In this unit you'll visit a classroom in Manchester and see a teacher using timelines to present some language structures. Perhaps you already use timelines in your classroom, or perhaps they're new to you?

At the end of the unit, you'll have a chance to set yourself some goals to continue using the ideas and language presented here in your own teaching. Enjoy the unit!

Timelines 1

You're going to watch a video clip of a grammar lesson. Earlier in his lesson, the teacher told his students about his life before he came to Manchester and the different places he lived in. Now he's focusing on the grammar.

Watch the clip. Which two tenses does the teacher show using images like this one?

I've lived in Manchester for ten years



Video Transcript

Teacher on the board: I've lived in Manchester for 10 years.

Where do I live now?

Students: Manchester.

Teacher: OK, and when did I move there?

Students: Ten years ago.

Teacher : Good, OK.

On the board the teacher completes the timeline.

Tony – where do you live?

Tony: In Salford.

Teacher: And when did you move to Salford?

Tony: Two months ago.

Teacher : So can you give me a sentence in this form?

Tony: I've lived in Salford for two months.

Students: Excellent.

Timelines 2

The teacher used timelines to represent different actions.

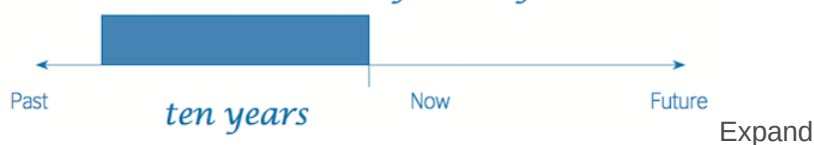
The first timeline is the present perfect.

The action box goes from the 'past' to 'now' because he still lives in Manchester.

The second timeline is the past simple.

Here, the teacher draws a line in the 'past' because he lived in Milan in the past, not now.

I've lived in Manchester for ten years



Expand

Timelines 3

Can you remember the questions the teacher asked? Try to complete the gaps below. After completing the gaps, watch again and check your answers.

I've lived in Manchester for ten years.

Teacher: Where

do I live

now?

Learners: Manchester.

Teacher: When

did I move

there?

Learners: Ten years ago.

I lived in Milan ten years ago.

Teacher: Am I talking about the

past

, the

present

or the

future

?

Learners: The past.

Teacher:

Do I live

in Milan now?

Learners: No.

Teacher: When

did I live

in Milan?

Learners: Ten years ago.

Timelines 4

Reflection on the timeline lesson

Look at these questions and think about your own answers before selecting each one to read more.

Tabs

1 Do you think the learners understood the grammar? What do you think helped them more?

Do you think the learners understood the grammar? What do you think helped them more?

Yes, they seemed to. It's not clear what helped them more. Probably a combination of the timelines, the concept questions and the examples.

2 What do you think happens next in this lesson?

The teacher will probably elicit more examples from the learners. He might ask them to write some sentences of their own.

If the timelines were useful, it could be a good idea to get the learners to draw their own timelines and use them to talk to a partner about where they lived in the past and where they live now.

3 Have you ever used timelines with your learners? When? How?

When? How?

You could try asking your learners to draw their own timelines or match timelines to sentences, just as you've done in this exercise. There is no one 'right' timeline that shows a particular tense. Different teachers show meaning in different ways.

4 Why are timelines useful in grammar lessons? When are they not useful?

Timelines are useful for some learners who appreciate visuals as guides for expressing themselves. However, for others, they make no sense at all! It's important not to rely only on timelines. They should be used just as a tool to aid overall understanding. You should always check meaning in other ways, by giving more examples, asking concept questions and helping learners to personalise the language.

What about you – have timelines helped you as a learner? On the next slide you'll look at a few more examples of timelines.

Timelines 5

Match each timeline to the sentence it represents.



- Last night, I was walking home when I slipped on the icy path.



- I have been learning Japanese for three years.



- I have been to New Zealand, Iceland and Taiwan.



- I get up at seven o'clock every day.

Timelines 6

Here are some common symbols that you can use in timelines. Match each symbol to what it represents.

X

- A single event or action

XXXXX

- A repeated action or habit

- A permanent state or situation

~~~~~

- A temporary state, situation or repeated/continuous action

????

- Exact time of event is unknown



- A point in time



- A period in time

## Timelines 7

The examples you've seen here all relate to a teacher's life experiences. How could you change them to make them more meaningful to a class of learners?

Watch Rob and listen to his suggestions.

### Video Transcript

ROB: Personally, I find timelines quite useful in teaching, though I know they mean more to some of my learners than others. I think they definitely only work with – and not instead of – questions to check understanding, and plenty of examples.

There are simple ways to contextualise examples. For example, you can change this sentence:

I've been a teacher since 2011.

to this sentence:

I've been a teacher at this school since 2011.

Personalising grammar like this makes it more meaningful for learners. If they can relate to an example sentence, they're more likely to understand and apply the grammar structures in it.

Now, move on to the next section where you'll look at the teacher magazine article: Doing your homework.

## Doing your homework! 1

You're going to read an article called 'Doing your homework'. What kind of 'homework' do you have to do as a teacher? Select the things you do from the list.



Write lesson plans

Correct Find ideas for lessons on the internet

Correct Make flashcards

Correct Collect things to use in class

Correct Do language analysis

Correct Correct homework

Mark exams

## Doing your homework! 2

Now read the full article. Make notes on these questions as you're reading:

- 1 Why is language analysis important?
- 2 How is using your own example sentences useful?
- 3 What do you need to know about a language point (e.g. present perfect) before you teach it?
- 4 What resources can you use to help with language analysis?

### Doing your homework!

A teacher's work is never done – finish one class and you've got to prepare another! And it's not just thinking about which part of the coursebook comes next, it's making sure you're really prepared for the language you're going to teach.

So why is language analysis important? Fully understanding the language points that you're teaching means you're ready to answer learners' questions and helps you predict problems your learners might have with the language. It also builds your confidence as a teacher and gives you a better understanding of how English works.

Picture this – you have to teach the present perfect tomorrow. What do you need to know about this in order to teach it effectively? First, you need to know the meaning. Secondly, the form – how do you make the present perfect? (subject + *have* or *has* + past participle) Make sure you know the correct pronunciation, too. Then think about the problems your learners might have with the present perfect, so that you're prepared and ready to help.

## Examples

Part of your 'homework' will be thinking of your own example sentences. You may have an example in your coursebook, but what if the learners don't understand it? Giving more examples helps learners to see patterns and rules in language. It's always a good idea to have another sentence or two ready to give as examples, because sometimes it's difficult to think of these in class.

## Where to start

OK, so you've taught the present perfect before – many times! But there's something you need to check. Where can you find this information? Firstly, use your teacher's book (if you have one), or perhaps there's a grammar summary at the back of the learner's book. You could look on the internet or use a dictionary or language reference book. Finally, don't forget your colleagues – talking things through with another teacher is often the best way to check your facts before you go into class.

Be prepared! Do your homework, and you and your learners will feel more confident.

## Doing your homework! 3

Select each question to read the notes a teacher made while reading the article. Are they similar to the notes you made?

Tabs

### 1. Why is language analysis important?

It makes you ready to answer learner questions, it helps you predict problems and it builds confidence

### 2. How is using your own example sentences useful?

Learners might not understand the examples in the coursebook. Examples help learners see problems and rules in language. (It's a good idea to prepare your examples before class.)

### 3. What do you need to know about a language point (e.g. present perfect) before you teach it?

#### (e.g. present perfect) before you teach it?

Meaning, form, pronunciation and problems your learners might have.

### 4. What resources can you use to help with language analysis?

Your teacher's book, the coursebook, the internet, a dictionary, language reference books and your colleagues.

Which ideas in the article are the same as yours? Which are different?

Have you ever used any of the resources for teachers in the article? Which ones would you recommend?

## Doing your homework! 4

In English, you often have words that 'go together'. For example, you **do** homework, but you don't **make** homework. These combinations are called *collocations*.

Usually, there aren't rules for which words go together, so it's good to notice them and practise them.

Match the words together to make phrases from the magazine article.

reference

- books

language

- analysis

a language

- point

example

- sentences

check

- meaning and pronunciation

predict

- problems

build

- confidence

## Doing your homework! 5

Do you remember the phrases? Complete the gaps in these sentences.

1. What was the last language

point

you taught?

2. Did you use any example

sentences

? Which ones?

3. Which reference

books

do you have in your school?

4. How do you usually check

meaning and pronunciation

with your learners?

5. Do you think it is true that doing language

analysis

helps you to build your confidence? Why/why not?

## Doing your homework! 6

Has Rob done his homework? Watch the clip to find out.

### Video Transcript

ROB: I always do my homework!

Even when I've taught a language point many times, I still like to flick through the language analysis of a coursebook, if I'm using one, and with advanced learners I like to look at how language is changing, sometimes by finding examples of language used in popular adverts that *don't* fit the grammar rules.

I also like to keep up to date with new technology tools to use in the classroom, so I'm subscribed to a few social media groups that post about this kind of thing. What about you – why not set yourself some teacher homework to do today?!

In the next section you'll do some reflecting on this unit and the whole module with something called SMART. You can find out more on the next slide.

That's not your homework, though. I'm expecting you to do something else after that too!

## Reflection 1

When you talk about professional development (becoming a better worker) or personal development (becoming a better person), you can set goals that are SMART.  
What does SMART mean? Match the word on the left with the question on the right.

[Specific]

- Is it clear and detailed?

[Measurable]

- How will I know when I've done it?

[Achievable]

- Is it possible?

[Relevant]

- Is it connected to my job and what I have learned?

[Timed]

- How long will it take?

## Reflection 2

Look back at what you've covered in Module 5.  
What will you do differently as a result of this module? Write two SMART objectives.

Are your objectives SMART? Check by answering these questions about each one:

- Is it clear and detailed?
- How will you know when you've done it?
- Is it possible?
- Is it connected to your job and what you've learned?
- How long will it take?

Good luck with your objectives!

## End of module

That's the end of Unit 3. You should now be able to:

- create and evaluate timelines to illustrate the meaning of the present and past simple and continuous verb tenses

- use seven noun–noun and verb–noun collocations to talk about your experiences of language analysis
- write SMART objectives based on learning from this unit.

### **Video Transcript**

ROB: So, have you set yourself some SMART goals?

Perhaps you've decided to use timelines for the next language point you're teaching. If you have, why not get your learners to also produce some timelines?

Or, maybe you're going to focus on connected speech and listen to your favourite English song while noting down the linking sounds?

Whatever you do, make it a regular thing. Lots of practice now will get you into really good habits, and you can then make sure your learners are doing the same.

I hope you enjoyed the module and will continue with the learning points. The next language module's a review and practice module, so why not take a moment to think about all you've covered so far, before moving on to that? See you in the review!