

Introduction

Welcome to the first unit of the review of *English for Teaching 1 Part 3*.

This unit takes about one hour. By the end of the unit, you'll have considered the importance of reviewing.

Watch Rob before you start.

Video Transcript

ROB: Welcome to the review module!

This is a chance for you to look back over all you've done and review the different areas of focus. You'll be able to celebrate what you can remember, and also plan what you need to work more on.

This first unit of the review module asks you to consider the importance of reviewing, both for yourself as a learner, and for you as a teacher.

First though, you'll listen to another teacher reviewing language with their class.

Enjoy the unit!

Reviewing language 1

Listen to a teacher reviewing a topic with his class. What topic is she reviewing? Check your answer by opening the heading.

Tabs

Answer

The topic is animals.

Tabs

Audio transcript

TEACHER: Good morning, everybody.

LEARNERS: Good morning!

TEACHER: How are you today?

LEARNERS: Fine, thank you. And you?

TEACHER: I'm very well, thank you. Right, today we're going to start with a review. Can anyone remember what we studied in the last lesson?

LEARNERS: Errrr...

TEACHER: Think. Can you remember?

LEARNER: Game.

TEACHER: Yes, we played a game. But what were we talking about? What was the topic?

LEARNER: Animals!

TEACHER: That's right! Good. What animals did we study?

LEARNER: Lion.

TEACHER: Yes.

LEARNER: Err... monkey.

TEACHER: OK.

LEARNER: Tiger.

TEACHER: Good.

LEARNER: Hip... Hip... Errr... Hippopotamus.

TEACHER: Excellent. And who can tell me about a lion? Where does it live?

LEARNER: Lion. Err... It live in Africa.

TEACHER: Try that again.

LEARNER: It, it Africa, it... errr...

TEACHER: Where does it live?

LEARNER: It live in Africa.

TEACHER: It live in Africa?

LEARNER: Lives! It lives in Africa.

TEACHER: Good. Again.

LEARNERS: It lives in Africa.

TEACHER: OK. And what about a dolphin. Does a dolphin live in Africa?

LEARNERS: No, no.

TEACHER: Where does a dolphin live?

LEARNER: It lives in the sea.

TEACHER: Very good. Was that the only thing we did? It lives in Africa, it lives in the sea. Was that only thing?

LEARNERS: Game!

TEACHER: Yes, we played a game. What else did we say about the animals? It lives in Africa. Stop?

LEARNER: No, no. Err... A lion. It eats meat.

TEACHER: Excellent, yes. Give me a sentence using 'tiger' and 'run fast'.

LEARNER: Err... a tiger it can be run fast.

TEACHER: Try again.

LEARNER: It can be run fast?

TEACHER: 'Can be'. Try again.

LEARNER: Err... it can run fast.

TEACHER: Very good. Again.

LEARNER: It can run fast.

TEACHER: Give me a sentence using dolphin and swim.

LEARNER: It can swim. (uses strong form)

TEACHER: It CAN swim?

LEARNER: Can, can. It can swim. (uses weak form)

TEACHER: Yes, good. And what else?

LEARNER: It eats fish.

TEACHER: Very good. Thank you. Right, now we're going to...

Reviewing language 2

Look at the notes the teacher made to prepare for the review. Match a heading to each section.

7

- Module number

The habits of animals

- Language focus

It's big. It lives in Africa. It can swim. It eats meat.

- Example sentences

Contraction ('It's', not 'It is') | Third person 's' | Weak form of 'can' /kən/

- Things to look out for

Reviewing language 3

Now reorder the words to make phrases that the teacher used. Listen again to check your answers.

- Can

- anyone

- remember

- what

- we

- studied

- in

- the

- last

- lesson?

Reviewing language 3

Now reorder the words to make phrases that the teacher used. Listen again to check your answers.

- Give

- me

- an

- example

- of...

Reviewing language 3

Now reorder the words to make phrases that the teacher used. Listen again to check your answers.

- Yes
- good.
- And
- what
- else?

Reviewing language 3

Now reorder the words to make phrases that the teacher used. Listen again to check your answers.

- Today
- we're
- going
- to
- start
- with
- a
- review.

Reviewing language 3

Now reorder the words to make phrases that the teacher used. Listen again to check your answers.

• Who

• can

• tell

• me...?

Reviewing language 3

Now reorder the words to make phrases that the teacher used. Listen again to check your answers.

• Was

• that

• the

• only

• thing

• we

• did?

Reviewing language 3

Now reorder the words to make phrases that the teacher used. Listen again to check your answers.

• Give

• me

• a

• sentence

• using...

Reviewing language 4

How do you review your own classroom language? Watch Rob for some ideas.

Video Transcript

ROB: If you asked your learners to tell you any phrases you often use in class, what do you think they'd say?

Reviewing your own classroom language can be a really good way to notice what language you already use, and also to encourage you to use more varied and complex language.

Why not record yourself in part of your next lesson? Then listen and note down any phrases you use often. If you do this regularly, you can give yourself language to try to use and then to listen out for in your recording. You'll benefit from a focus on your language, and your learners will be exposed to richer language too. So why not give it a try?

In the next section you'll be reviewing your reading skill as you read an article about the importance of reviewing.

About reviewing 1

Look at these sentences about reviewing language. Decide if you agree or disagree with each.

There's no time for reviewing – I need to get through so much in a term.

☒ agree ☒ Correct Toggle Dropdown

Reviewing is important to help learners remember what they studied before.

☒ agree ☒ Correct Toggle Dropdown

Reviewing is not necessary. If learners need to review it means they didn't learn it in the first place.

☒ disagree ☒ Correct Toggle Dropdown

Reviewing activities should be part of every lesson.

agree

Correct

Toggle Dropdown

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

About reviewing 2

You're going to read an article about reviewing by a teacher trainer. Before you read, answer these questions. Be sure to type in your ideas.

3 items remaining

What did you eat yesterday?

What did you eat on this day last month?

Think of an important day in your life (for example, a wedding). What did you eat that day?

About reviewing 3

Now skim-read the five paragraphs in the article by selecting each heading. The title of the article is *Reviewing language*. What's the writer's opinion on reviewing?

Tabs

Paragraph 1

Look at these questions. Can you answer them?

- What did you eat yesterday?
- What did you eat on this date last month?
- Think of an important day in your life (for example, a wedding). What did you eat that day?

Most people would have no problem answering the first question. Many people would also find the third question easy, but they might have problems with the second question even though it is probably more recent.

Paragraph 2

Generally we find it easier to remember things that happened recently. When we do this we use our 'short-term memory'. The problem is that most of the things in our short-term memory do not transfer to our 'long-term memory', which means we find it more difficult to remember them with more time that passes.

Paragraph 3

But why can we remember details from events that may have happened a long time ago, such as a wedding? The reason is that we still regularly think about the important events in our lives. Every time we think about them we do a little 'review' in our brains, and if we do this enough then the information moves from our short-term memory to our long-term memory.

Paragraph 4

How can we apply this to helping our students learn English? It is unlikely they will remember a particular lesson in the same way that we remember our wedding day! Instead we have to include review activities in our lessons so that students are reminded of the learning points of previous classes. These activities are sometimes called 'recycling' because they 'reuse' the same language points.

Paragraph 5

Always remember that after you teach a really good lesson, your job is not finished – you will need to review and recycle the same learning points in future lessons. Your students have only really learned it when it's in their long-term memory.

What's the writer's opinion on reviewing?

The writer thinks that reviewing language is very important for successful learning.

About reviewing 4

Now use your scan-reading skills. Read the article again. Match the summaries to the paragraphs.

Reviewing language

Paragraph 1

Look at these questions. Can you answer them?

- What did you eat yesterday?
- What did you eat on this date last month?

- Think of an important day in your life (for example, a wedding). What did you eat that day?

Most people would have no problem answering the first question. Many people would also find the third question easy, but they might have problems with the second question even though it is probably more recent.

Paragraph 2

Generally we find it easier to remember things that happened recently. When we do this we use our 'short-term memory'. The problem is that most of the things in our short-term memory do not transfer to our 'long-term memory', which means we find it more difficult to remember them with more time that passes.

Paragraph 3

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Paragraph 5

Always remember that after you teach a really good lesson, your job is not finished – you will need to review and recycle the same learning points in future lessons. Your students have only really learned it when it's in their long-term memory.

[Expand Text](#)

5 items remaining

- Conclusion
- Linking memory to language teaching
- Reasons why remembering is difficult
- Introduction
- Reasons why we remember some things but not others

Paragraph 1

- Introduction

Paragraph 2

- Reasons why remembering is difficult

Paragraph 3

- Reasons why we remember some things but not others

Paragraph 4

- Linking memory to language teaching

Paragraph 5

- Conclusion

About reviewing 5

This activity focuses on some vocabulary from the text and gives further scan-reading practice. Find a word in the text that means the same as the definitions. If it's a verb, type it in the infinitive form.

Reviewing language

Paragraph 1

Look at these questions. Can you answer them?

- What did you eat yesterday?
- What did you eat on this date last month?
- Think of an important day in your life (for example, a wedding). What did you eat that day?

Most people would have no problem answering the first question. Many people would also find the third question easy, but they might have problems with the second question even though it is probably more recent.

Paragraph 2

Generally we find it easier to remember things that happened recently. When we do this we use our 'short-term memory'. The problem is that most of the things in our short-term memory do not transfer to our 'long-term memory', which means we find it more difficult to remember them with more time that passes.

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Paragraph 4

How can we apply this to helping our students learn English? It is unlikely they will remember a particular lesson in the same way that we remember our wedding day!

Instead we have to include review activities in our lessons so that students are reminded of the learning points of previous classes. These activities are sometimes called 'recycling' because they 'reuse' the same language points.

Paragraph 5

Always remember that after you teach a really good lesson, your job is not finished – you will need to review and recycle the same learning points in future lessons. Your students have only really learned it when it's in their long-term memory.

to move from one place to another

to help someone remember something

the thing inside our head

the verb which collocates with time

something that happens at a certain time, for example a wedding or a graduation

End of unit

That's the end of Unit 1 in the *Review* module for this part of the course. You should now have considered the importance of reviewing.

Watch Rob's round-up.

Video Transcript

ROB: That's the end of the first unit in this review module.

Hopefully by now you've seen how important it is to review language. In the next unit you'll look at reviewing by module – picking out for yourself what the important parts of the course have been, and things to notice about each language point.

Have a flick back through the previous modules now, if you like, before moving on to Unit 2 to review them. See you there!

Introduction

Welcome to the second unit of this *English for Teaching 1 Part 3 Review* module.

This unit takes about one hour. By the end of the unit, you'll have reviewed the five main language points from this part of the course.

Watch Rob to begin.

Video Transcript

ROB: Hello and welcome to the second unit in the review module. In the first unit, you looked at *why* reviewing is important. You'll now have the chance to review the main language points from each of the previous five modules.

Remember, you can go back at any time and redo a module, or just revisit it to remind yourself of the area.

Review 1

As you saw in the previous unit, it's a good idea to try to recall the key points about language areas as you begin to review them. Here are the names of the five modules from this part of *English for Teaching*. What can you remember about each module? For each module think about:

- the language focus
- some example sentences
- the pronunciation focus.

After you've thought for a while about each one, select the module titles to check your answers.

Tabs

Everybody makes mistakes

Language focus	Future predictions (<i>will, won't, might</i>) First conditional
Example sentences	It'll definitely happen. It probably won't happen. It might happen.
Pronunciation focus	Silent letters

Talk about it

Language focus	Debating (holding the floor, interrupting, acknowledging)
Example sentences	May I interrupt here? I see what you mean. Yes, but don't you think...
Pronunciation focus	Intonation

The future is in your hands

Language focus	Talking about plans and ambitions
Example sentences	When I grow up I want to be a... I'd like to travel the world one day. I'm planning to get another qualification.
Pronunciation focus	Connected speech: weak forms and contractions

Learner and teacher responsibilities

Language focus	Modal verbs of permission and prohibition
Example sentences	Students have to line up. They can't go outside school. They must go home after school.
Pronunciation focus	Weak forms

Giving a helping hand

Language focus	Suggestions and advice
Example sentences	Why don't you use flashcards? If I were you, I'd correct with your fingers. How about drilling?
Pronunciation focus	Contractions, elision and

Could you remember the main areas of focus? Think about what things you should look out for in each language focus. Move on to the next slide to check your answers.

Review 2

Here are some things to look out for. Match the correct language focus with each one.

Be careful with inappropriate language and intonation with this point.

- Debating

Negatives for most of these verbs are different from normal (e.g. 'don't have to' versus 'mustn't').

- Modal verbs of permission and prohibition

Contractions are very common in many of these forms, e.g. 'He's planning to...' / 'I'd like to...' / 'We're going to...'

- Talking about plans and ambitions

Remember that adverbs (e.g. 'definitely', 'probably') usually come after 'will' but before 'won't'.

- Future predictions

Be careful with the use of infinitive and 'ing' forms, and remember to use the past tense for the second conditional.

- Suggestions and advice

Review 3

You'll look at pronunciation in the next unit, and also some of the teaching themes. What else can you remember from this part of the course?

Watch Rob.

Video Transcript

ROB: Could you remember the different language points from each module? What about the things to look out for, the errors?

You might not think it's necessarily important to remember what each module was about, but going through what you've done is a way of activating your memory.

Knowing potential errors, what to look out for, is useful for learners and especially for teachers. Knowing what the common errors are helps us to avoid making them ourselves, and gives us strategies for helping our learners to become more aware of them.

You'll now do some revision on each of the five main language areas. I'll see you at the end!

Future predictions review 1

Add the correct word in each gap to make a summary about using the first conditional for future predictions.

You use the first conditional when you talk about real and

- possible

situations.

In first conditional sentences, there are two

- clauses

. It's not important which clause comes first. The structure is usually:

if +

- present simple

and will +

- infinitive

Adverbs like 'definitely' and 'probably' usually come

- before

'won't' but

- after

'will'.

Future predictions review 2

Each sentence has an error. Correct and write out the full sentences. Use contractions and be careful with spelling and punctuation.

If you tell me a secret, I won't telling anyone else.

If you tell me a secret, I won't tell anyone else.

If you study hard, you definitely pass the exam.

If you study hard, you will definitely pass the exam. | If you study hard, you'll definitely pass the exam.

I might be go out tonight if I'm not tired.

I might go out tonight if I'm not tired.

We won't probably make any mistakes.

We probably won't make any mistakes.

Language of debate review 1

Have you used any of the phrases for debating since you did the module *Talk about it*? Here are some of the phrases you saw in that module. Add each exponent to the correct function.

Function: Holding the floor

- If I could just finish...
- As I was saying...
- In my experience...
- And another thing...

Function: Interrupting

- Excuse me...
- I'm sorry but...
- I just want to say...
- Can I add something here?

Function: Acknowledging opinions

- Yes, but on the other hand...
- I see what you mean but...
- I know but...
- That may be true but...

Language of debate review 2

As you know, there are more and less polite ways of debating. Look at the phrases that might be considered impolite and decide what the more polite alternative is.

I want to interrupt.

- May I add something here?

You don't really believe that do you?

- That may be true but...

I haven't finished yet.

- Let me continue for a moment.

I don't agree.

- Well, I wouldn't say that.

Plans and ambitions review 1

Look at the notes from three lesson plans for teaching these functions: describing weekend plans, talking about dreams for the future and talking about future ambitions. Decide which function each of the notes belongs to.

Function: Describing weekend plans

- Language focus: I'm planning to...
- Task: Comparing plans with a friend
- Example: I'm planning to go swimming.

Function: Talking about dreams for the future

- Language focus: I'd like to go to...
- Task: Planning a trip
- Example: I'd really like to go to China one day.

Function: Talking about future ambitions

- Language focus: I want to be a/an...
- Task: Role playing careers advice
- Example: When I grow up, I want to be a teacher.

Plans and ambitions review 2

For each of the three lessons you looked at on the previous slide, think about what concept-check questions you could use and some idea for learners to practise the language. Then select each lesson to read some suggestions and compare them with your own.

Tabs

Describing weekend plans

Concept questions	• Am I talking about now or the future? (the future) • When in the future? (next weekend) • When did I decide to go swimming – now or before? (before) • What are your plans for next weekend? (Elicit one or two examples. Learners should use the full sentence: 'I'm planning to...')
Language practice	1. Learners complete true sentences about the weekend so they are true for them: I'm planning to go...; I'm planning to...; I'm not planning to... 2. Learners work in pairs and take it in turns to ask and answer the question: 'What are your plans for the weekend?' 3. Elicit one or two ideas from different pairs.

Talking about dreams for the future

about dreams for the future

Concept questions	• Do I want to go to China? (yes) • Is it my plan or my dream? (dream) • Do you think I will go? (maybe/who knows, i.e. it's a dream, not a fixed plan) • Tell me a place you would like to go. (Elicit one or two examples. Learners should use the full sentence: 'I'd like to go to...')
Language practice	1. Elicit names of countries and write them on the board.

- | | |
|--|--|
| | <ol style="list-style-type: none"> Learners work in pairs, look at the countries on the board and tell each other where they would like to go. Pairs choose one place that they would both like to go. |
|--|--|

Talking about future ambitions

future ambitions

Concept questions	- Is he a teacher now? (no) - Is he talking about the past or the future? (the future) - Do you think he will be a teacher? (maybe/don't know, i.e. it's not a definite plan) - What do you want to be when you grow up? (Elicit one or two examples. Learners should use the full sentence: 'When I grow up, I want to be a...')
Language practice	- Learners move around the room asking this question 'What do you want to be when you grow up?', with answers of 'I want to be a...' - See if learners can remember who said what by saying: 'What does x want to be when they grow up?'

Plans and ambitions review 3

Now look at some errors that learners made in the three lessons. Decide what the error is in each case and then write out the full, correct sentence. Use contractions where possible and be careful with spelling and punctuation!

I'm planning catch up on homework.

I'm planning to catch up on homework.

I love to visit Australia one day.

I'd love to visit Australia one day.

I want definitely to be a teacher when I grow up.

I definitely want to be a teacher when I grow up.

that Verbs of permission and obligation review 1

What phrases can you remember from the module *Learner and teacher responsibilities*? First look at the questions and answer them out loud so they're true for you. Try using different modals. Next listen to a teacher answering the same questions and match each with the question it answers. Are any of the phrases the teacher uses the same as the ones you used?

Transcript

×

A. Between 100 and 120.

B. Yes, they do. Basically students have to be in school at seven in the morning because they need to go home at lunchtime. During the day, for most of the time, they stay in the classroom, but they can go out for two short breaks if they want to.

C. The students aren't allowed to do any extra-curricular activities. They must go home.

D. A uniform. I teach in the girls' section of the school so they wear traditional Yemeni clothes, which is the abaya, which is like a black coat and a shayla, which is a black headscarf. The boys wear something that looks like a military uniform, with khaki-coloured trousers. They have to wear the uniform.

E. I teach in a secondary school in Sana'a in Yemen.

F. Everybody goes home. The school day finishes before lunch because we have a second session for completely different students in the afternoon. The school premises are used for two different sessions. Another school day starts at 4 p.m. for students who attend afternoon school.

Where do you teach?

- Toggle AudioE

How many students do you normally have in your class?

- Toggle AudioA

What clothes do the students wear?

- Toggle AudioD

Do students have routines during the day?

- Toggle AudioB

What happens at lunchtime?

- Toggle AudioF

And are there any activities outside school?

- Toggle AudioC

Verbs of permission and obligation review 2

You're going to listen to another teacher answering some of the same questions. First think about how to complete the gaps in the written interview. There may be more than one possibility for each space. Then listen and change your answers to what the teacher says, if they're different.

TEACHER: I've been working in a state primary school for three years. Turkish children don't

have to

wear a uniform, but what they put on is a smock which is put over their normal clothes to protect them during painting activities and lunchtime. They

have to

line up outside the school every morning and sing the national anthem before school begins and they go inside.

INTERVIEWER: Are there any specific routines during the day?

TEACHER: If they

have

to change class during the day, students

must

line up outside the classroom until the teacher comes and they say good morning to the teacher before they go in. They

should not|shouldn't

forget to bring their books. Lots of students forget and they

can't

participate in the lessons.

INTERVIEWER: Do students eat at home?

TEACHER: No, they

don't

. At lunchtimes students

can

bring their own food that their mothers have prepared at home. They

can't

go outside school unless their parents are with them. Most students have lunch in the school canteen, which is free.

INTERVIEWER: After there any activities after school?

TEACHER: In the state primary school where I work there aren't many activities after school as the students are usually tired at the end of the day. Some of them

can

stay behind and do an art or photography club, or sometimes even an English club organised by the English department.

Advice and suggestions review 1

Look at the phrases you saw in the last module for giving advice and suggestions. Which phrases use an infinitive verb and which use verb + ing? Think of an example for each.

Why don't you

Infinitive verb

Verb + ing

What about

Infinitive verb

Verb + ing

How about

Infinitive verb

Verb + ing

I think you should

Infinitive verb

Verb + ing

If I were you, I would

Infinitive verb

Verb + ing

Advice and suggestions review 2

Order the words correctly to read five more tips from a mentor about how to receive feedback.

- I

- think

- you

- should

- ask

- lots

- of

- questions.

Advice and suggestions review 2

Order the words correctly to read five more tips from a mentor about how to receive feedback.

- How

- about

- doing

- something

- with

- your

- feedback?

Advice and suggestions review 2

Order the words correctly to read five more tips from a mentor about how to receive feedback.

- If

- I

- were

• you,

• I

• wouldn't

• focus

• on

• the

• problems.

Advice and suggestions review 2

Order the words correctly to read five more tips from a mentor about how to receive feedback.

• Why

• don't

• you

• commit

• yourself

• to

• some

• new

• things?

Advice and suggestions review 2

Order the words correctly to read five more tips from a mentor about how to receive feedback.

• What

• about

- exploring

- some

- new

- ideas?

End of unit

You've reached the end of Unit 2 in this review of *English for Teaching 1 Part 3*. You should now have reviewed the five main language points from this part of the course.

Watch Rob's round-up.

Video Transcript

ROB: Well done for completing this review. There were quite a few activities and lots to remember all at once. Did you enjoy 'testing yourself' in this way?

I'll see you in the next unit!

Introduction

Welcome to the third unit of this *English for Teaching 1 Part 3 Review* module.

This unit takes about one hour. By the end of the unit, you'll have:

- reviewed the main pronunciation areas from this part of the course
- reflected on your learning.

Watch the video to begin the unit. Rob's talking about what's coming up.

Video Transcript

ROB: Welcome to this final unit of the final module in *English for Teaching 1 Part 3*! You've covered a lot of language points, features of pronunciation and topics, and hopefully you've learned more about how you learn along the way, which should help you to continue developing beyond the course.

In this unit you'll review some of the main areas of pronunciation you've looked at in this part of the course. You'll then watch the opening of a conference session to both notice some further features of pronunciation and also to help you plan how you're going to keep up your language development and CPD after you finish this course.

Phonemic script review

To begin, see how well you can remember the phonemic chart. You've come across all of these words on this part of the course. Read the phonemic symbols and write in the word. Use the phonemic chart to help you.

BRITISH COUNCIL

PHONEMIC CHART

TeachingEnglish

vowels

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/kɔ:rel/

choral

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whizz kid

/rɪwɔ:d/ /sɪstəm/

reward system

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action research

/setlə/

settler

/kəʊnpərəɪʃən/

co-operation | cooperation

/tʃætəbɒks/

chatterbox

/ədvaɪz/

advise

/ɪntəʁptɪŋ/

interrupting

/stɜːrə/

stirrer

/əbzɜːv/

observe

/tʃæləndʒɪŋ/

challenging

/ədvaɪs/

advice

🔊 Silent letters review 1

Do you remember learning about silent letters in the *Everybody makes mistakes* module? First do the activity: listen to the words and group them according to whether they have a silent *k* or a silent *b*. Then look at the transcript of the words. What do you notice about them?

Transcript

×

A: knit; B: climb; C: knot; D: comb; E: lamb; F: knee

Silent letter 'k'

- Toggle Audioa
- Toggle Audioc
- Toggle Audiof

Silent letter 'b'

- Toggle Audiob
- Toggle Audiod
- Toggle Audioe

Silent letters review 2

Listen to each word. Match with the letter that is silent in each word. For example, if you hear the word *know*, match with the letter *k* because that letter's silent.

Toggle Audiomight

- gh

Toggle Audioanswer

- w

Toggle Audiolisten

- t

Toggle Audiotalk

- l

Toggle Audiosign

- g

Analysing pronunciation 1

Do you remember watching an introduction to a presentation in a British Council online conference in the module *Giving a helping hand*? In this section you're going to watch an introduction to another presentation from the same conference.

Watch Rob as he talks about what to listen out for.

Video Transcript

ROB: Do you ever attend online teaching conferences? They can be a great way to not only develop your teaching but also to really focus in on aspects of language. Unlike published teaching materials they're recorded live, so you're getting a real chance to hear natural and authentic language.

For this section of the review module you'll focus on a small segment of a presentation to review several aspects of pronunciation.

Move on to the next slide first to remind yourself of four key pronunciation terms from this part of the course.

Analysing pronunciation 2

Can you remember the terminology for some of the main areas of pronunciation you've been looking at in the previous modules? Say a definition for each term, and then say a couple of examples out loud, exaggerating the sounds. Select each term to check your answers.

Tabs

Weak forms

Some words have two forms, a stressed form, for when they're a content or important word in a sentence, and a weak form for when they're not.

Example:

/kæn/ (strong form)

/kən/ (weak form)

Contractions

This is when two words join together and are pronounced as one word or one syllable.

Example:

They will (two syllables, full form)
They'll (one syllable, contracted form)

Elision

Elision is when a sound is left out in spoken English.

Example:

Next week /nekswi:k/ (the *t* is left out)

Assimilation

Assimilation happens in spoken English when one sound affects the next sound that follows it.

Example:

Nine **p**ets

A thin **m**an

Ten **b**alls

/n/ becomes /m/ if the next sound is /p/, /m/ or /b/.

Analysing pronunciation 3

Listen to this short clip now, where Sarah introduces her session from a conference. Answer these questions:

1. What's the topic of the talk?
2. Would you like to watch the whole presentation?
3. Do you notice any of the features of pronunciation you've been learning about?

After you've thought about the questions, open the headings to read and compare answers.

Tabs

1. Topic

Mentoring

2. Watching the presentation

You're only going to listen to this short introduction here, as you focus on specific sounds, but look in the Resources section for this module for the link to the full presentation.

3. Pronunciation

You'll look at this more in the next section.

Tabs

Audio transcript

Thanks for the lovely introduction, and welcome to my talk.

Umm, I'd like to say thank you for you all for coming here, and today's World Teachers' Day, so Happy World Teachers' Day to you all, and I hope you're looking forward to the talk.

Let me just explain a bit about the talk. So, we'll start off by having a brief discussion, together, of the term 'mentoring', and what it means.

Once we're all clear on that, we will then, um, look at some tips on how to establish, nurture and conclude the mentoring relationship with the mentee. (The mentee is the person that receives the mentoring. So I am a mentor and the teachers that I work with are the mentees.)

And then to sum up the talk we'll reflect together on what we've learned, and there'll be time for questions and answers at the end.

If you have got a question that you think of during the talk, then by all means write it in the chat on the left-hand side, or if you prefer you can save your question till the end and we'll look at the questions together. And Paul, the moderator, will be back in to help out with the question-and-answer session.

OK? There'll be some tasks that require a little bit of participation, and, um, there'll also be a video task as well

Analysing pronunciation 4

Listen to these four short clips from Sarah's introduction and write what you hear.

1. Toggle Audio

I'd

like to say thank

you.

2. Toggle Audio

Happy World

Teachers' Day to you all | teachers' day to you all

!

3. Toggle Audio

So I

hope you're looking forward to the talk | hope you are looking forward to the talk

.

4. Toggle Audio

Then

by all means write it in the chat

Analysing pronunciation 5

Look again at these extracts from the activity you did on the previous slide. Which pronunciation feature is each one highlighting?

1. **I'd** like to say thank you...
2. Happy World Teachers' Day **to** you all!
3. So I hope you're looking forward **to** the talk.
4. Then **by** all means write it in the chat.

Tags

Check your answer

1. I'd like to say thank you: This is an example showing a contraction.
2. Happy World Teachers' Day **to** you all! This is an example showing weak forms.
3. I hope you're looking forward **to** the talk: This is an example of elision.
4. Then **by** all means write it in the chat: This is an example of assimilation.

Think again about the activity you did on the previous slide. Did you get it all correct? If you did, well done! If you didn't, it may be because of the particular pronunciation feature highlighted here. Listen again to each sentence and repeat each one, focusing on the features.

Knowing which features of pronunciation you find difficult can help with your listening skills. Next time you can't catch a word, think about whether the sounds may be distorted, or changed, because of connected speech.

Stressed and weak forms 1

Now you're going to look at some of the features of pronunciation in more detail. On this slide and the next two, you'll find three sentences from Sarah's presentation opening. What are the main words, or the content words? As you know, these are the words that are usually stressed in a sentence. Listen to each sentence and select the words that are stressed. Choose one word in this first sentence.

I'd

like

to

say

thank

you.

Stressed and weak forms 2

Again, decide which word is stressed most in this sentence.

I

hope

you're

looking

forward

to

the

talk.

Stressed and weak forms 3

This time decide which two words sound the most stressed.

Let

me

just

explain

a

bit

about

the

talk.

Stressed and weak forms 4

Now you'll look at the same three sentences, and this time select the words that are changed into weak forms. There's one in this first sentence.

I'd

like

to

say

thank

you.

Stressed and weak forms 5

There are two weak forms in this sentence.

I

hope

you're

looking

forward

to

the

talk.

Stressed and weak forms 6

Choose the two weak forms in this sentence.

Let

me

just

explain

a

bit

about

the

talk.

Word stress

This final pronunciation activity is about stress patterns in individual words. Listen to Sarah saying the words *establish*, *nurture* and *conclude* and notice the words' stress patterns. Say each word out loud, exaggerating the stress. Look at the other words and categorise them into one of the three groups. Listen to the talk again and listen out for the words.

Toggle AudioEstablish oOo

- together
- discussion

Toggle AudioNurture Oo

- mentor
- teacher
- question
- session

Toggle AudioConclude oO

- mentee
- receives
- require

Your learning

You've almost reached the end of this review module. Before moving on to the final slide, take a moment to think about your learning. Use the prompts and make some notes.

The best activity I've learned about so far is

.

Three useful pieces of vocabulary I remember are

.

I feel more confident using

.

I want to learn more about

.

One thing I learned about teaching speaking is

.

One thing I've learned about pronunciation is

.

I really want to try

.

I need to review

.

I will use

in my class.

End of module

That's the end of Unit 3 in this review, and the end of *English for Teaching 1 Part 3*! You should now have:

- reviewed the main pronunciation areas from this part of the course
- reflected on your learning.

Congratulations for finishing the module! Watch Rob's final round-up now.

Video Transcript

ROB: Congratulations on finishing this review module, and *English for Teaching 1*.

Hopefully this module has given you a good chance to reflect on all you've learned, and also some tips for how to continue your learning.

In addition to the tips you saw on the previous slide, I'd just like to add one final tip.

I'd really recommend that you have a flick through all of the modules before finishing. You don't need to go through everything again, of course, but just remind yourself of the key points, and perhaps note down one or two that you're planning to research further. Also, note down anything that sparked an interest that you'd like to find out more about, and then set yourself a time in the future to do that, perhaps in the next three months.

Well done again for completing this module and proving your commitment to improving your teaching subject knowledge. Bye for now!