## English for Teaching 3: learning outcomes

### Module 1

#### Unit 1 – What's in a word

In this unit, you will:
- design a survey about reading tastes
- use the present perfect simple and continuous to talk about trends
- identify common mistakes in using simple and continuous forms
- identify key features of the pronunciation of set expressions and compound nouns
- use lexical approach techniques for teaching vocabulary
- practise activities for teaching vocabulary using the lexical approach

#### Unit 2 – Storyline

In this unit, you will:
- use a range of techniques for using poetry and stories in the classroom
- create a story using prompts
- identify common learner errors with target language: narrative tenses
- assess the advantages of using storytelling and poetry with learners
- adapt activities for use with your own learners
- consider how linking and sentence stress can affect how something is read
- use pronunciation effectively to convey meaning in poetry

#### Unit 3 – For or against?

In this unit, you will:
- draw up a list of arguments for and against using projects
- identify key features of project work
- plan a project and consider the purpose of the planning stages
- discuss the vocabulary of projects
- identify which suggestion verbs take gerunds or infinitives
- practise using stress for emphasis and linking

#### Unit 4 – The future of language

In this unit, you will:
- discuss and identify imported words
- distinguish differences between the future perfect and other future forms
- use appropriate time expressions with the future perfect
- identify and correct common mistakes with the future perfect
- adapt a classroom activity with the future perfect form
- assess a cultural discussion lesson
- discuss the value of including culture in language teaching
- give feedback on discussion activities

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### Unit 5 – English around the world

In this unit, you will:
- select the most important points from an article and summarise it
- analyse and use the passive form
- use intonation for inconclusive lists
- distinguish between intensive and extensive reading and assess the benefits of extensive reading
- assess reading activities from the point of view of both teachers and learners
- establish the meaning of unknown words from context

### Unit 6 – Review of units 1-5

In this unit, you will:
- rank some grammar from units 1-5 according to levels of difficulty
- identify grammar areas requiring further study
- make recommendations on implementing the methodology from units 1-5
- prepare and deliver a pronunciation activity
- engage in and assess pronunciation games
- assess pronunciation techniques for your own learners
- describe and assess writing activities for elementary learners
- carry out a vocabulary definition game

### Module 2

### Unit 7 – Force of habit

In this unit, you will:
- use *will* and *would* to talk about characteristics, habits, insistence, criticism and disapproval
- understand the role of word stress in changing meaning with *will* and *would* as well as for more general application
- apply an understanding of different learning styles and the theory of multiple intelligences to your own teaching practice
- design and use a wide variety of activities for different learning styles
- make informed decisions about lesson planning in relation to individual learner needs and interests

### Unit 8 – In consequence

In this unit, you will:
- talk about conditional situations, possibilities and consequences and use *unless, providing* and *as long as*
- identify and explain mistakes in the use of zero, first and second conditional forms
- identify stress and contraction in conditional sentences
- reflect on and suggest activities which cater for individual learner needs
- reflect on ways to keep learners motivated
- use techniques to get feedback about their lessons from learners
## Unit 9 – Wishful thinking

In this unit, you will:
- use *wish* and *if only* to talk about past regrets
- use the correct intonation and emphasis with *wish* and *if only*
- monitor learners effectively during different types of lessons
- use different activities to encourage learners to mingle, work in pairs and work in groups
- set up speaking activities effectively with regard to grouping, monitoring and instructions
- give advice on different classroom management problems
- apply a range of different techniques for managing discipline in the classroom

## Unit 10 – What do they think?

In this unit, you will:
- describe the qualities of a good class
- identify rules for using articles and design a quiz for your learners
- identify common learner errors with articles
- use a group card activity for learners to correct grammar errors
- use a board-based game to review grammar
- correctly use sentence stress with articles
- consider using a chant to practise sentence stress
- design a questionnaire for getting useful learner feedback
- use phrases about reflection and feedback

## Unit 11 – It's all in the planning

In this unit, you will:
- understand question tags
- use intonation to distinguish real questions from questions seeking agreement
- suggest techniques to help learners improve intonation
- create a checklist for planning lessons
- distinguish between teacher aims and learning outcomes
- write meaningful aims and learning outcomes
- discuss the pros and cons of different types of lesson observation
- apply the technique of working out meaning from context when reading

## Unit 12 – Review of units 7-11

In this unit, you will:
- identify and revise grammar items from units 7–11 requiring further study
- design and put into practice a review quiz
- analyse and create chants to teach pronunciation
- develop strategies for understanding learners, classroom management and lesson planning
- describe and assess a good learning environment
- make resolutions for further professional development
## Module 3

### Unit 13 – Playing games

In this unit, you will:
- understand several word games you can use with your learners
- determine what makes a word puzzle successful
- use and explain the difference between defining and non-defining relative clauses
- use correct intonation in relative clauses with commas
- recognise problems with course books
- develop criteria for designing supplementary materials
- brainstorm ideas for supplementary activities
- discuss the benefits of using games in the classroom and use idioms related to playing games

### Unit 14 – Tried and tested

In this unit, you will:
- identify and discuss different assessment methods
- create a progress test appropriate to context
- assess validity and authenticity in tests
- use reported speech and reporting verbs accurately
- use pyramid discussions and role-play activities

### Unit 15 – Develop yourself

In this unit, you will:
- talk with confidence about change and professional development using collocations
- use a range of modal verbs to make deductions and speculations, identifying degrees of certainty expressed in the modals
- identify common learner problems in the target forms
- identify and use patterns of connected speech with modals of deduction and speculation
- give constructive and sensitive feedback to learners on their performance with an informed awareness of the impact of the language you use for this purpose
- apply a variety of strategies for getting young people to talk in class
- design and use motivating activities for teaching and practising complex grammatical structures

### Unit 16 – Definitely maybe

In this unit, you will:
- use expressions and adverbs of certainty and doubt
- identify and correct mistakes in the use of expressions and adverbs of certainty and doubt
- identify and practise sentence stress and intonation in expressions of certainty and doubt
- share ideas about approaches to teaching grammar
- identify aspects of presenting new language
- plan and evaluate lessons which present new language, using a checklist
- experience and evaluate classroom practice activities
### Unit 17 – Say what?

In this unit, you will:
- discuss problems with listening and speaking tasks
- produce a list of tips to help teachers integrate listening and speaking
- use a checklist to analyse the appropriacy of speaking activities
- design and teach a speaking activity
- use intensifiers and modifiers to strengthen or weaken comments
- create categories for selected vocabulary
- use techniques to help with word stress and emphasis
- correctly apply word stress on adjectives and intensifying adverb pairs

### Unit 18 – Review of units 13-17

In this unit, you will:
- identify and revise grammar items from units 13-17 requiring further study
- identify areas of grammar appropriate for a specific level and design a practice activity
- design and put into practice a grammar lesson
- identify and integrate areas of pronunciation appropriate for a specific language item
- implement authentic testing and assessment with learners
- use games and puzzles for a variety of learning purposes
- make resolutions for further professional development