

AREAS TO BE COVERED (BY CATEGORIES)**Module 1: Course Description, Requirements, Objectives & Benefits**

Page	Topic	Material
p.5	Need for Training	
p.5	What does the new teacher struggle with?	
p.5	Remedy – Methodology Course – Benefits	
p.6	Teacher problems – T’s model, list to board	
p.7	Teacher Training (TT) vs Teacher Development (TD) – Which is most important?	
p.9	What makes a Good Teacher (characteristics)	
p.9	What makes a successful lesson? Elaborate on ‘Other’	
p.9, 11-12	Articles about teachers	
N/A	Review for Module 1 Exam	
N/A	MODULE 1 EXAM	•Exam

Module 2: Need for Grammatical Knowledge & What’s in the Books (textbooks)?

Page	Topic	Material
p.15-18,18-19, 20, 22	Grammar point from ‘Dinner / Penguin / Munich’. TT’s model these and identify grammar being taught. What do they think of grammar? (Is grammar boring?) + Why do they need to know grammar?	
p.19-22	What’s in the Books (TB, SB, WB)? TT’s find out – List to board. Importance of Teacher familiarity	•Textbooks •‘Familiarity...’ HO
p.22-24	Business English (Overview)	
p.24-27	Dialogues (Overview) – 3 types + rework / change the Conversation Facilitation Dialogue	
N/A	Review for Module 2 Exam	
N/A	MODULE 2 EXAM	•Exam

**Module 3: Thai Problems in Learning English
Problems (often) Best Rectified with a Whiteboard / Drilling Approach**

Page	Topic	Material
p.6, 35	Lack of Inflected verb ‘BE’ [2.2.3, 7.1.4]	
p.6, 39	Lack of Articles [2.2.4, 7.1.11]	
p.7, 30	Lack of Capitalization and Punctuation [3.2.1, 7.1.1]	
p.8, 35	Same word to mean ‘Have’ and ‘There is/are’ [3.2.4, 7.1.6]	
p.9, 37	Lack of ‘to infinitives’ in Thai – Need to translate ‘TO’ (“I to like pizza”) [3.2.6, 7.1.8]	
p.10, 35	Lack of Case Gender identification and Plurals in Personal Pronouns [3.3.2, 7.1.5]	
p.11, 35	Past incorrect training of ‘Ever’ and ‘Never’ and Perfect Tense – Past Time Dimension only [3.3.3, 7.1.7]	
p.12, 38	Lack of Affixes [3.3.5, 7.1.10]	
p.21, 30	Lack of Stress Tones [6.1.1, 7.1.2]	
p.22, 30	Lack of Sound-Joining Intonation [6.1.2, 7.1.3]	
p.28, 38	Lack of Past Simple Tense Forms, Past and Present Participles and Irregular Verbs [6.2.2.2, 7.1.9]	

Problems (sometimes) best rectified within a Conversation Lesson

Page	Topic	Material
p.8, 41	Tag Questions [3.2.2.4, 7.2.3]	
p.13, 43	The habit of Ellipsing [3.4, 7.2.4]	
p.16, 43	The habit of Transliterating [5, 7.2.5]:	
p.43	- English Vowel Sounds [7.2.5.1]	
p.44	- Respelled Consonants – V, Z, TH, ZH, X, WH [7.2.5.2]	
p.23, 46	Lack of adding ‘S’, ‘ES’ [6.1.4, 7.2.6]:	
	- New syllables with ‘CE, CH, GE, SE, SH, SS, X, Z’	
	- Sounds like ‘S’ after ‘C, CHE, CK, FF, K, P, PE, PH, QUE’	
p.24, 46	Lack of adding ‘D’, ‘ED’ [7.2.6]:	
	- New syllables with ‘T’ or ‘D’ as final consonant	
	- Sounds like ‘T’ after ‘CE, CH, CK, FE, FF, KE, PE, PP, QUE, SS’	
	- After all others sounds like ‘D’	
p.23, 46-47	Diphthongs before ‘L’ and ‘R’ (eg. SAY- <u>uh</u> ! for sail) [6.1.3, 7.2.7]	
p.24, 41	Lack of Contractions [6.1.6, 7.2.2]	
p.27, 49-51	Pronunciation due to lack of ‘V, Z, X, SH, TH, NK’ [6.2.1, 7.2.8]	
p.40	Lack of student procedure for giving long and short answers (Antecedents) [7.2.1]	

General

Page	Topic	Material
Various	Presentation 2: Module 3 (topics selected from module)	
p.21-23,30-31, 43-47	Respelling (basic stress / linking) eg. 10 spellings of ‘SH’	•‘SH’ HO
p.21-23,30-31, 43-47	Respelling – Stress / Tones / Linking / Tape (/ spelling of ‘SH’)	
p.43	Module 3 tape (oral affirmation 1)	•Tape
p.46-51	End sounds [7.2.6-7.2.8]	
Various	Review – Transliteration, Sound joining, Tags, Respelling; Past / present participles (perfect, continuous, adjective / adverb equivalents, gerunds), never, ever, there is/are [also give page references]	
N/A	Review for Module 3 Exam	
N/A	MODULE 3 EXAM	•Exam

Module 4/1: How Students Learn – Preparing the Environment

Page	Topic	Material
p.1-2, ????	Learning / Teaching theory – RAMPS2FAME / USPICE	
p.2-4,16-18	Factors affecting learning – Teacher / Students / Environment (good + bad)	
p.11	Thai culture	•‘Thai culture’HO
p.14	Class control – Causes / How to minimize	•‘Class control’

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p.19	KISS Principle – Examples [F]	HO •‘KISS’ HO
p.19-20	Voice Assessment – <i>Follows on from Class control</i>	•‘Voice’ HO
p.20-25	Effective Study Techniques – SQ3R [1.10-1.11; SQ3R: 1.10.4]	
p.38+	Checklists – Week / Day before; Advantages in general	•Checklists
N/A	Review for Module 4/1 Exam	
N/A	MODULE 4/1 EXAM	•Exam

Module 4/2: Successful Lesson Planning

Page	Topic	Material
p.79-88	Planning a lesson – Aims / Stages / Value [2.9/2.10]	•‘Planning...’ HO
p.86-87	Aims and functions	•p.86-87 HO
p.88	Essential elements of a good Lesson Plan [F]	•‘LP’ HO
p.65-70	Lesson Components: <ul style="list-style-type: none"> - Introductions (INTROSH) - Development stage of lesson incl. PPP (ECS) - Conclusion (OKLA) 	
??	Presentation – Essential steps	•‘Presentation’ HO
??	3 Ps – Describe Fully / Most Important / Teacher’s Role (<i>before / during / after</i>)	
p.101-109	Presenting Vocab / Meaning of Words	
??	Abstract nouns [F]	
??	Concept Checking – Structure / Vocab (<i>as above</i>)	
??	Eliciting – When can it be appropriate (<i>as above</i>)	
p.166+	Testing – Qualities / Types / Rules / Considerations; Oral tests (criteria)	
??	Practice Activity for Making Plans (how to prepare students + What would they do?)	
??	Listening / Reading Lessons [F]	•‘Listen’, ‘Read’ HOs
??	Structure / Vocab / Skills Lessons [F]	
N/A	Writing paragraphs (fold paper over and add a sentence)	
N/A	Review for Module 4/2 Exam	
N/A	MODULE 4/2 EXAM	•Exam

Module 4/3: Effective Classroom Techniques

Page	Topic	Material
p.93 = 78	Presentation Checklist – Top 5; Also Quick Checklist	
p.200+	Questioning: <ul style="list-style-type: none"> - Purpose (in Introduction, Development, Conclusion) - Types of Q’s - Faults to Avoid - Tips - PPPP 	
??	FFF – Which is most important? Why?	
p.193-196	Importance of good whiteboard work [3.8]	
p.197-199	Advantages / Disadvantages of Pair / Group work; How can problems be overcome? [3.9]	
See Mod.	Giving instructions – Considerations for the Teacher	

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6		
p.182-192	Visual Aids – Most / Least effective [3.6, 3.7]	
p.194	Structure Tables (eg. Present perfect with for and since) – Benefits to students	
See Mod.	Correcting mistakes	
6		
??	Timelines	
N/A	Review for Module 4/3 Exam incl. Presentation checklist, Whiteboard work	
N/A	MODULE 4/3 EXAM	•Exam

Module 5: Grammar

Page	Topic	Material
p.7	Parts of Speech (8 parts)	•‘PoS’ HO (HW)
p.41-50	12 tenses (introduction to)	•Flashcards
p.23-30	Nouns / Pronouns	
Various	Review grammar to date – Tenses (usage), PoS, pronouns	
p.7-8, 15, 17-22	Sentence Construction – More detail on Clauses, Phrases, Subjects, Objects, Q types	
p.41-50	12 tenses – Elicit basic usages, Overall description of the tenses, Name tense, Why significant?	
p.52-58	Prepositions (time, place, movement) – Overview then TPM exercise + Problem prep’s (in, on, at)	
Various	Tenses – Usages (more practice) with SWBAT + Chart to board + Establish 6 most important tenses & work out a SWBAT for each	
p.95-97	Reported speech	
p.44	Future: Will, going to	
p.45	Present continuous	
Various	Conjunctions / Prepositions exercise (working from Tony’s word list in pairs)	•‘Conjs + Preps’ HO
Various	HW – Conjunctions worksheet, Read Module 5 (PoS, Tenses, Nouns / Pronouns, Sentences, Prepositions / Conjunctions)	•‘Conjunctions’ HO
Various	Review so far: <ul style="list-style-type: none"> - Conjunctions HW - Tenses (most common, usages, SWBAT) - Reported speech game - Prepositions game 	
N/A	Adjectives (order of)	•‘Adjectives’ HO
N/A	Spelling rules for comparatives	
See Mod 4/2	Paragraphs (writing a chain story)	
N/A	Timelines (of tenses)	
p.100-103	Transformations	
p.31, 35-36, 50-52	Passive speech	
p.8-9	Sentence structure (if not covered before) incl. Simple, Compound, Complex	•‘Sentence S’ HO
N/A	Module 5 quiz + Review for Module 5 Exam	•Module 5 quiz
N/A	MODULE 5 EXAM	•Exam

Module 6: Teaching in the ‘Real World’

Page	Topic	Material
N/A	Academic Director / Who you need to know (communication within the school) / Schools	
Various	Presentation 3: Module 6 (teaching methodologies selected from module)	•‘Methodologies’ HOs
p.7-8	Substitute teaching / Other teacher’s LPs	
p.90-92	Private teaching	
p.83-88	Building vocab (from ‘cat’ and ‘box’ eg. ‘A cat’ ‘A big cat’ ‘A big cat ran’)	
p.21	Learning habits – Each TT (incl. Trainer) read & explain	
p.16-19	Timefillers – Each TT lists some; Discuss benefits	
p.70-81	Correcting mistakes	
N/A	Review for Module 6 Exam	
N/A	MODULE 6 EXAM	•Exam

Other (Module-related)

Page	Topic	Material
N/A	Icebreakers Warmers	

Teaching Practices

Page	Topic	Material
	Do’s and Don’ts	•‘Do’s and Don’ts’ HO
	Evaluators – What they look for / What they need / Post lesson chats	
	Comprehensive LPs (Details / timings / Clear Aims)	
	Attire	
	Late starts	
	Schedules – Mixed levels / late arrivals	
	Dry runs (prior to their 1 st Teaching Practice, preferably at least the day before)	

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Administration

Page	Topic	Material
	Introductions	
	Course Outline, Hours, Exams, Scoring, Rules, Orientation, etc.	
	Reminders re. Exams, reading, revision, planning, etc.	

F = Possible Final Exam questions