English for Teaching 3 is a comprehensive training course for in-service L2 teachers of English who need to further develop their English language and teaching skills. The course improves participants’ language skills from B2 to C1, while also developing their teaching skills.

The course, aimed at teachers at stage 3 or 4 of the British Council’s Continuing Professional Development Framework, comprises 18 modules. Modules 6, 12 and 18 are review modules, which give further practice and consolidation of learning from the preceding five modules. For each module there is a participant course book with clear examples of target language and a range of activities reflecting current ELT classroom practice.

The course is progressive and the modules are intended to be taken in sequence. Each module provides up to six hours’ content. The modules begin with a language section which contextualises the target language specified in the syllabus. It is analysed and practised through a task. The tasks include:

- making a country language map
- summarising an article
- designing a needs analysis template
- creating a lesson preparation checklist
- debating approaches to teaching grammar
- writing tips for improving listening and speaking

In addition to the participant course book, the course includes:

- A separate glossary where the main ELT terminology from the modules is listed and explained
- A Development Journal related to each module (except for the review modules). This is provided for participants to complete in their own time
- Audio recordings relating to the modules

Module 1 – *What’s in a Word?*

By the end of this module participants will be able to:

- 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
- Reflect on learning from the module

**Module 2 – Storyline**

By the end of this module, participants will be able to:
- Use a range of techniques for using poetry in the classroom
- Create a modern version of a traditional fable
- Identify common learner errors with target language
- Assess the advantages of using storytelling and poetry with learners
- Adapt activities for use with their own learners
- Consider how linking and sentence stress can affect how something is read
- Use ‘voice’ effectively to convey meaning in poetry

**Module 3 – For and Against**

By the end of this module, participants will be able to:
- Talk and ask about university education
- Draw up a list of arguments for and against paying for their own university education
- Distinguish which verbs take gerunds or infinitives
- Clarify rules about gerunds and infinitives
- Identify common mistakes in using gerunds and infinitives
- Practise using stress for emphasis in expressing opinions
- Identify key features of project work
- Plan a project for a specific set of students
- Discuss the vocabulary of projects
- Reflect on and plan how to apply learning from the module

**Module 4 – The Future of Language**

By the end of this module, participants will be able to:
- Discuss and identify imported words
- Create a language map for their country
- Distinguish differences between the future perfect and other future forms
- Select appropriate time expressions to use with the future perfect
- Identify and correct common mistakes with the future perfect
- Assess a post-text discussion lesson
- Compile tips for post-text discussions
- Micro-teach and give feedback on discussion activities
- Identify reductions and contractions in speech
- Discuss the value of including culture in language teaching
- Carry out and adapt a classroom activity with the future perfect
- Reflect on the module and decide how what they have learned will change their teaching

**Module 5 - English around the World**
By the end of this module, participants will be able to:

- Select the most important points from an article
- Identify purpose of an article
- Summarise an article
- Analyse the use and form of the passive voice
- Assess reading activities from the point of view of both teachers and learners
- Peer teach and give feedback on reading activities
- Use intonation to identify and express emotion and attitude
- Distinguish between intensive and extensive reading
- Assess extensive reading for elementary learners
- Establish the meaning of unknown words from context
- Write a summary of reflections on the module

**Module 6 – Review**

By the end of this module, participants will be able to:

- Rank grammar items from Modules 1–5 according to levels of difficulty
- Identify grammar areas requiring further study
- Make recommendations on implementing the methodology from Modules 1–5
- Prepare and deliver a pronunciation activity
- Assess pronunciation techniques for their own learners
- Describe and assess writing activities for elementary learners
- Carry out a vocabulary definition game
- Engage in and assess pronunciation games
- Reflect on learning from the module

**Module 7 - Force of Habit**

By the end of this module, participants will be able to:

- 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 their 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

**Module 8 – In Consequence**

By the end of this module participants will be able to:

- 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 sentence stress in conditional sentences
- Design a needs analysis template
- Reflect on and plan activities which cater for individual learner needs
- Say what they would do about classroom dilemmas
- Reflect on ways to keep learners motivated
- Use techniques to get feedback about their lessons from learners
- Reflect on and plan to apply learning from the module

**Module 9 – What Do They Think?**

By the end of this module, participants will be able to:
- Use ‘wish’ and ‘if only’ to talk about past regrets
- Use the correct intonation and emphasis with ‘wish’ and ‘if only’
- Give advice on different classroom management problems
- Monitor learners effectively during different types of lessons
- Use different activities to encourage learners to mingle, work in pairs and groups
- Set up speaking activities effectively with regard to grouping, monitoring and instructions
- Apply a range of different techniques for managing discipline in the classroom

**Module 10 – What Do They Think?**

By the end of this module, participants will be able to:
- Describe the qualities of a ‘good class’
- Identify rules for using articles
- Design a quiz for their learners
- Identify common learner errors with articles
- Use a group card activity for learners to correct grammar errors
- Correctly use sentence stress with articles
- Use a chant to drill grammar
- Design a questionnaire for getting useful learner feedback
- Use phrases about reflection and feedback
- Use a board-based game to review grammar
- Reflect on the module by writing an anonymous comment, suggestion or question

**Module 11 – The Art of Conversation**

By the end of this module, participants will be able to:
- Discuss a report of an observed lesson and give their impressions of how it went
- Create a mind map of areas to consider when planning lessons
- Create a checklist for lesson planning
- Use question tags and echo questions in conversations
- Use intonation to distinguish real questions from questions seeking agreement
- Use intonation to communicate meaning
- Distinguish teacher aims and learning outcomes
- Write meaningful aims and learning outcomes
- Use techniques to help learners improve intonation
- Apply the technique of ‘work out meaning from context’ in reading material

**Module 12 – Review**

By the end of this module, participants will be able to:
● Identify grammar items from Modules 7–11 requiring further study
● Design and put into practice a review quiz
● Use chants in the classroom to teach pronunciation
● Develop their strategies for understanding learners, classroom management and lesson planning
● Make a skills circuit for language review
● Describe and assess a good learning environment
● Use games and puzzles for vocabulary review
● Use discussion activities for grammar review
● Make resolutions for further professional development

Module 13 – Give Me a Clue!

By the end of this module, participants will be able to:
● Play several word games that they can use with their learners
● Determine what makes a word puzzle successful
● Create a word search
● 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
● Use idioms related to playing games in the classroom
● Use an ‘origami scrunchie’ to ask reflection questions and discuss the module

Module 14 – Tried and Tested

By the end of this module, participants will be able to:
● 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

Module 15 – It’s a Mystery to Me!

By the end of this module participants will be able to:
● Talk with confidence about change and professional development
● Use a range of modal verbs to make deductions and speculations, identifying degrees of certainty expressed in the modals
● Identify and correct 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 they use for this purpose
● Apply a variety of strategies for getting young people to talk in class
● Use productive suffixes for word building
• Design and use a wide range of motivating activities for the teaching and practice of complex grammatical structures

**Module 16 – Definitely Maybe!**

By the end of this module participants will be able to:
• Use expressions and adverbs of certainty and doubt in discussions
• Identify and explain mistakes in the use of expressions and adverbs of certainty and doubt
• Identify aspects of presenting new language
• Identify and practise sentence stress and intonation in expressions of certainty and doubt
• Participate in a debate about approaches to teaching grammar
• Plan and evaluate lessons which present new language, using a checklist
• Experience and evaluate classroom practice activities
• Reflect on and plan to apply learning from the module

**Module 17 – Absolutely!**

By the end of this module participants will be able to:
• Use mind maps to consider the difference between real life and classroom speaking
• Discuss problems with listening and speaking tasks
• Produce a list of tips to help teachers integrate listening and speaking
• Use intensifiers and modifiers to strengthen or weaken comments
• Use techniques to help with word stress and emphasis
• Correctly apply word stress on adjectives and intensifying adverb pairs
• Use a checklist to analyse the appropriacy of speaking activities
• Design and teach a speaking activity
• Create categories for selected vocabulary
• Participate in and assess two integrated listening and speaking activities

**Module 18 – Review**

By the end of this module participants will be able to:
• identify grammar items from Modules 13–17 requiring further study
• design and put into practice an interview and follow-up writing activity
• use effective stress patterns in conversational responses
• develop their own strategies for testing, assessing and giving feedback to learners
• put into practice a magazine writing activity
• discuss the criteria for good supplementary materials and use this knowledge in lesson planning
• use games and puzzles for a variety of learning purposes
• use discussion activities for grammar review
• organise a group mind mapping activity