Introduction

Part I – The teaching process
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   Unit One: Effective presentation
   Unit Three: Explanations and instructions

Module 2: Practice activities
   Unit One: The function of practice
   Unit Two: Characteristics of a good practice activity
   Unit Three: Practice techniques

Module 3: Tests
   Unit One: What are tests for?
   Unit Two: Basic concepts; the test experience
   Unit Three: Types of test elicitation techniques

Part II – Teaching the language (1): The “what”
Module 4: Teaching pronunciation
   Unit One: What does teaching pronunciation involve?
   Unit Three: Improving learners’ pronunciation
   Unit Five: Pronunciation and spelling

Module 5: Teaching vocabulary
   Unit One: What is vocabulary and what needs to be taught?
   Unit Two: Presenting new vocabulary
   Unit Four: Ideas for vocabulary work in the classroom

Module 6: Teaching grammar
   Unit One: What is grammar?
   Unit Four: Presenting and explaining grammar
   Unit Five: Grammar practice activities
   ALSO Unit Six: Grammatical mistakes

Module 7: Topics, situations, notions and functions
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   Unit Two: What ARE notions and functions?
   Unit Three: Teaching chunks of language; from text to task

Part III – Teaching the language (2): The “how”
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   Unit One: What does real-life listening involve?
   Unit Two: Real-life listening in the classroom
   Unit Four: Types of activities
Module 9: Teaching speaking  
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  Unit Two: The function of topic and task  
  Unit Three: Discussion activities

Module 10: Teaching reading  
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Module 11: Teaching writing  
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  Unit Three: Tasks that stimulate writing  
  Unit Five: Give feedback on writing

Part IV – Course content  
Module 12: The syllabus  
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  Unit Two: Different types of language syllabus  
  Unit Three: Using the syllabus

Module 13: Materials  
  Unit One: How necessary is a coursebook?  
  Unit Two: Coursebook assessment  
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Module 14: Topic content  
  Unit One: Different kinds of content  
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  Unit Four: Literature (2): teaching ideas

Part V – Lessons  
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  Unit Five: Practical lesson management

Module 16: Classroom interaction  
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Module 18: Classroom discipline  
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  Unit Two: What does a disciplined classroom look like?
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ALSO
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Part VI – Learner differences
Module 19: Learner motivation and interest
  Unit Three: Extrinsic motivation
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Module 20: Younger and older learners
  Unit One: What difference does age make to language learning?

Module 21: Large heterogeneous classes
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  Unit Two: Problems and advantages
  Unit Three: Teaching strategies (1): compulsory + optional
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