



AN EBC

DOCTOR TEFL GUIDE

FREE RESOURCE FOR ENGLISH
TEACHERS



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CONTENTS

Chapter I	02
Teaching Modal Auxiliary verbs – Dr TEFL Guides	
Chapter II	05
Teaching English pronunciation – Dr TEFL Guides	
Chapter III	09
Teaching the Present Perfect – Dr TEFL Guides	
Chapter IV	12
Body part idiomatic phrases – Dr TEFL Guides	

CHAPTER I

TEACHING MODAL AUXILIARY VERBS – DR TEFL GUIDES

Modal auxiliary verbs

Hi Everyone, Dr TEFL with all of you once again. Today we will look at modal auxiliary verbs.

It is almost the first day of March. Spring WILL soon be in full bloom, and I look at life with optimism because I know that things CAN only get better. My EFL teaching friends, I know you are all eager to travel again, and I hear you!

I am a travel buff myself, and I miss the cultures, the colours, the flavours of countries that I can easily visit with my TEFL and TESOL credentials.

Add those years of EFL/ESL teaching experience, and if you're like me, you WOULD have worked and lived in 7, 8, maybe ten countries before you turn 30!

Getting that dream EFL job requires EFL teaching skills, experience, and knowledge. Throw in some excellent people skills, and you are set; the world is your oyster!

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Today, we will talk about one of my faves – Modal verbs.

Modal auxiliary verbs

Resources required: The modal verbs song. (An EBC TEFL graduate and later an EBC trainer, Barbara Simpson, made this song.) Thanks, Barb, for this excellent teaching material! EBC has provided you with the lyrics for this song; you now put in your melody or use it as a poem.

English level: B1 – B2

Objective: Practising the modal auxiliary verbs in a fun and original way, e.g. Will, Would, Can, Could.

CHAPTER I

Introduction

Sometimes traditional teaching resources like course books can be dull or old-fashioned.

If you have the imagination and are creative, you can easily make your materials and surprise your students. It is always a great idea to present rather complicated language concepts in a fun and light-hearted way or even in an entertaining context.

Activity 1. The WILL, WOULD, CAN, COULD song

Will, Would, Can and Could
Came to call one day
I looked out, and there they were
Each in their specific way.

WILL was full of promises
And good intentions too,
His typical behaviour
Was to ask what you would have him do.

WOULD was far more formal,
Stuck somewhere in the past,
He said that he was ready
For a polite and formal request.

Now CAN was very self-assured,
Such ability had she,
Checking all the normal rules
And making plans, you see.

COULD was much less definite,
A little vague, I'd say,
But always very, very polite,
Even on a weaker day.

So COULD and WOULD went on their way
Polite and formal throughout the day,
While WILL was sure to give commands,
And CAN, well CAN expressed
Open disbelief at the endless possibilities.

Have your students read the song silently and individually. Ask them if there are words/expressions they would need to have explained. Then you read the song aloud for the students, making sure the rhythm gets clear.

Finally, it would help if everybody read the song out together.

CHAPTER I

Activity 2. The grammar rules!

Tell the students to pair up and go through the song lyrics once more. They must find out the grammar rules and the meaning/use of the four modal verbs.

When they have finished, you should review each pair's work and correct it if necessary.

Activity 3. Example sentences

Tell the students to find another partner and make two sentences using the four modal verbs.

Give them a few minutes and then go round each pair in turn and read out and explain their sentences.

Was your class a success?

If all has gone well, your students SHOULD be happy they improved their modal auxiliary verb knowledge.



CHAPTER II

TEACHING ENGLISH PRONUNCIATION – DR TEFL GUIDES

Teaching English pronunciation with EBC's Dr TEFL

Hi everyone! Dr TEFL here with some great ideas for teaching English pronunciation.

Traditionally, we get students to repeat vocabulary several times when introducing new words. Repetition is good but not sufficient. Most teachers experience that students mispronounce the same words shortly after a repetition exercise.

The reappearance of mispronunciation tells us that we:

1. need to have drills of the vocabulary several times during a lesson,
2. need to focus on specific difficulties and specific sounds from time to time, and
3. should also encourage students to listen a lot, for example, to song lyrics simultaneously while reading the words.

Exercise for learning English idioms

English level: A2 – B2 (CEFR scale)

Objective

Make your students focus on specific sounds in spoken English.

Activity 1: Minimal pairs

This material focuses on the phonetic sounds /eɪ/ as in “may” versus /aɪ/ like in “my”.

The following sentences are examples you can use. Feel free to make your own when you become more comfortable with the material.

The sentences refer to the Student worksheet, shown at the end of this section.

CHAPTER II

Minimal pairs sentences

- She thinks she is going today. (Student worksheet column A)
- I don't want to pay. (Student worksheet column A)
- I'd like a try, please. (Student worksheet column B)
- My house is at the end of the lane. (Student worksheet column A)
- The workers were very unhappy in the mine. (Student worksheet column B)
- I didn't like the wait. (Student worksheet column A)
- I wasn't sure that it was time. (Student worksheet column B)
- It covers a big area, Lake Washington. (Student worksheet column A)

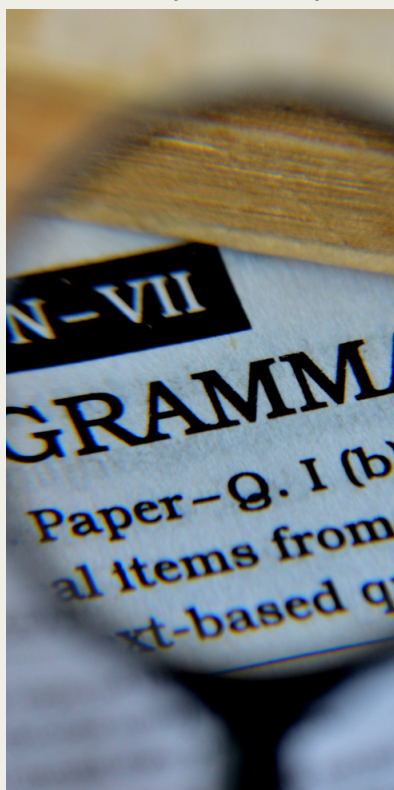
Minimal pairs activity instructions

You read the sentences aloud to your students, completing them with the words/phrases in either column A or B. If possible, arrange for your students to work in pairs.

Using the worksheet shown below, ask the students to tick what they think you said that corresponds to the word or phrase in the Student worksheet column A or B.

For example, you read, "She thinks she is going today." The students should tick "today" in column A on the worksheet.

When you have read out all the sentences, let them review their answers for a couple of minutes. When time is up, check their answers. In turn, ask each student to take your role and repeat the activity. If you want to introduce your students to phonetics, the sounds in this exercise are written as /e/ as in "may" /a/ as in "my"



MINIMAL PAIRS STUDENT WORKSHEET

Sentence	A	B
She thinks she is going _____.	today	to die
I don't want _____.	to pay	a pie
I'd like a _____, please.	tray	try
My house is at the end of the _____.	lane	line
The workers were very unhappy in the _____.	main	mine
I didn't like the _____.	wait	white
I wasn't sure that it was _____.	tame	time
It covers a big area, _____ Washington.	Lake	like

Minimal pairs additional notes

Both words and expressions for each sentence shown in the student worksheet can make a correct sentence. However, this type of sentence construction means that your students can only base their answers on the sounds they hear.

To make the activity less difficult, you can change the words and expressions so only one of them would give a correct sentence. For example, "I do not like the colour _____. A = wait and B = white.

Activity 2: Long versus short vowel sounds

Write two columns on the board, one for long vowel sounds, for example

1. the long /i:/ like in "beat"
2. the short sound /ɪ/ like in "bit"

Arrange the students in groups of two or more and ask them to think of words with the /i:/ and /ɪ/ sounds to fill into the two columns, e.g. sheep, ship, been, bin, heat, hit, etc.

You could use another long and short sound, for example, cot and caught.

Activity 3. Voiced – unvoiced sounds

Write three columns on the board.

/S/	/Z/	/IZ/
-----	-----	------

Give the students these words.

- washes
- plates
- forks
- knives
- eats
- dishes
- potatoes
- talks
- sits
- chews

Ask them to put the words in the correct column.

When they have finished, discuss the rules about adding each end.

HINT: Look at how the words end in their base forms and think about voiced and unvoiced sounds.

Some rules for voiced and unvoiced sounds

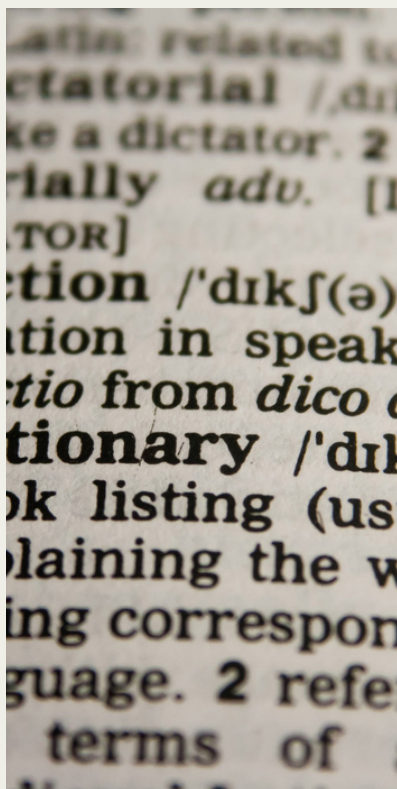
- 1.If a word ends in an unvoiced sound, it takes the /S/ ending.
Example: forks.
- 2.If a word ends in a voiced sound, it takes the /Z/ sound. Example: chews.
- 3.Words take the /IZ/ ending if the ending creates a syllable. Example: washes.

Was your class a success?

If all has gone well, your students should be happy they improved their pronunciation to help them in everyday speech.

Now get them to try out what they learned. Finally, manage a round-the-class exercise where each student gets to practice their pronunciation using your material.

When everyone has finished speaking, you can all kick back and relax.



CHAPTER III

TEACHING THE PRESENT PERFECT – DR TEFL GUIDES

English grammar teaching – the Present Perfect

Hi Everyone,

It's Dr TEFL once again for my weekly TEFL teaching tips. I hope you have all been doing well, teaching online and face to face classes. One thing Dr TEFL knows for sure – there will always be a need for well trained and experienced EFL/ESL teachers. My advice is to keep learning, acquiring skills, preparing engaging and useful lessons, and of course, keeping abreast of all new things in our TEFL sector. Today, I will talk about the Present Perfect. Teaching grammar is not the fave of many EFL teachers, but sorry folks, EFL and ESL teachers must teach grammar. No way out!

Your beginner students need to learn grammar to understand English language basics. Your intermediate students need a solid grammar base to help them improve. Finally, your advanced students must know more complex grammar structures to form coherent and logical sentences.



Sorry guys, if we want to be effective EFL/ESL teachers, we need to know how to teach English grammar to match the learner's level.

I am not talking about becoming grammar heads. Noooo! I am talking about teaching grammar or knowing it well enough to do a credible demo class at interview time. For example, some language schools told me they asked recent TEFL graduates to do a demonstration class on a grammar point as part of their job interviews.

If this happens, volunteer to do a demonstration class based on the present perfect tense. To help you prepare for an interview demonstration class or give a lesson on the present perfect to your students, here are some tips for you:

Some Present Perfect teaching tips

English teaching resources: "For" / "since" (with the present perfect).

English level: B2

Objective: Practising the present perfect as a speaking game

Introduction

It is essential to vary the activities, especially grammar, so the students don't get bored and inattentive. We should also increase the number of grammar speaking exercises because they are the most useful exercises. They are also the most challenging exercises.

Activity 1: Oral practice of for/since

Invite a confident student to come to the front of the class for an interview. The rest of the students should take turns to ask questions. The questions can be anything but make sure that they are neutral. It would be best if you moderate the questions. The last thing you need is a fight because some smart-alec is asking awkward questions.

Encourage the student being interviewed to answer each question as fully as possible. After a few minutes, invite another student to be interviewed and continue the activity. Prompt them to ask questions in the present perfect or require an answer in the present perfect, e.g. How long have you studied English?

Activity 2: Game – FOR or SINCE

Explain to the class that they will play a game to remember using "for" and "since" with the present perfect.

Write "FOR" on an A4-size piece of paper. Write "SINCE" on another. Stick both sheets on a wall in the classroom or on the board if there is one.

Do it now if you think you should review when "FOR" and "SINCE" are used. "For" refers to time duration, and "since" refers to a point in time.

Read a few time expressions to your students that use for and since, e.g., "ten minutes" (for), "last year" (since).

CHAPTER III

Then, ask the students to point to the correct word on the wall.

Continue the activity until all students have participated and seem confident about their understanding. For example, you could read the time expressions faster to increase enjoyment and challenge.

Activity 3: Oral wrap up

Put the students in pairs and tell them to express their grammar and vocabulary. Then, have them tell each other what activities and exercises they HAVE DONE.

Activity 4: Back up, spelling game

Jumble a word from the vocabulary used in the lesson and dictate the letters. Then, the students listen and write letters.

They then turn to a partner and unjumble the letters, discovering the word.

Repeat the procedure with other words from the vocabulary.

The winner is the pair who has unjumbled most words correctly in the shortest possible time.

Was your class a success?

If all has gone well, your students should be happy they improved how they use the present perfect ...

OR ...

you aced your job interview demonstration class and got a job offer.



CHAPTER IV

BODY PART IDIOMATIC PHRASES – DR TEFL GUIDES

Planning a lesson about body part idiomatic phrases

Good day to all; it's Dr TEFL once again to help you develop engaging, fun and simply excellent lesson plans. Today we are looking at body part idiomatic phrases. Enjoy!

English teaching resources: Idioms related to body parts

English level: C1 – C2

Objective: To have fun and learn the meaning of some idioms

Introduction

Most languages have idioms and sayings, and some of them are pretty similar. For example, some of them are called similes and often start with 'as', e.g., as blind as a bat. Others relate to body parts, like the ones below.

Activity 1: Presentation

You could give the students a handout with these expressions.

1. That is a bit CHEEKY.
2. I feel bad for her; she has a real chip on her SHOULDER.
3. You must give him some ELBOW room.
4. She was back on her FEET in no time.
5. You are a sight for sore EYES.
6. No skin off my NOSE.
7. She was born with a silver spoon in her MOUTH.
8. I need to get something off my CHEST.
9. I must HAND it to you; that was an excellent presentation.
10. Keep him at ARM's length.
11. She found out about the company Director's Achilles' HEEL.
12. The pandemic brought the company to its KNEES.
13. Management makes regular checks to keep everyone on their TOES.

CHAPTER IV

If you want to add more, please do so. First, however, make sure to check the meaning and use of all idioms you introduce in class.

You must also be aware that there are differences in body part meanings in some English-speaking countries. For example, the USA may use FANNY when teaching body part idioms, but the UK and Australia will not.

Activity 2: Matching

Give students a handout with a drawing of a body. Tell the students to write the idioms on the corresponding body parts.

In groups, have them find out if they have any similar expressions in their mother tongue.

Do the idioms relate to the same body parts or not at all?

Activity 3. Oral Activities

Tell students to make groups of three. Using the idioms they learned, ask them to talk about family members, friends, colleagues, classmates, or situations.

Another activity can be guessing the idiom.

They must mime the idiom. Speaking is not allowed. The group that gets the correct answer gets the point.

Was your class a success?

If all has gone well, your students should have been kept on their toes and improved their idiomatic phrase knowledge. If this is true, pat yourself on the back.

Keep an eye out for my next article. See you soon.

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