Certification Workshop
Adult Development

Test Preparation Guide
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The Certification Workshop - Adult Development - is a presentation and an explanation of a fundamentally sound method of teaching tennis to beginning players. Upon completion of the workshop, you should have a good foundation for instructing tennis. If you are taking the certification exam at the conclusion of the workshop, the material presented will greatly increase your ability to perform well on the test.

The primary emphasis of the workshop will be on the teaching of the serve, forehand and backhand to a group of students. The progressions used in the teaching of the other specialty shots will also be demonstrated. Many terms used in the teaching of tennis will be incorporated into the workshop by your workshop leader. Pay close attention to the organization of the lesson, its division into three distinct parts, the use of corrective techniques, the importance of safety and the purpose of demonstrations.

There is a tremendous amount of information to be presented during the workshop, and it is important for your workshop leader to keep the day moving. Please feel free however, to direct questions to your workshop leader during pauses or breaks in the activities. PTR workshop leaders are experienced teachers and coaches, and have been trained specifically to conduct the workshop.

Finally, remember that the other attendees in the workshop are likely to be from considerably different backgrounds and are attending for many different reasons. Participants often include full time teaching professionals, high school coaches, camp counselors, college coaches, recreational instructors, retired teachers, or possibly just interested parents of junior players.

Teaching tennis is a skill to be developed throughout a lifetime. It is important to always continue to improve ourselves as well as our students, to learn from mistakes and to actively pursue more knowledge to become a better instructor.

Enjoy the workshop experience and best of luck to those of you who will be taking the certification exam.

Dan Santorum
PTR CEO & Executive Director
SERVE - Outline for Group Lesson

Introduction
- Greet students & learn names
- Briefly describe lesson/goal of lesson
- Have students demonstrate their serves
- Give positive comment & identify ONE error (stroke evaluation)
- Demonstrate serve (2-3 times)

Part 1 - Teaching the Stroke
1. Line up students on baseline and demonstrate components with students shadowing
   a. Stance
   b. Grip
   c. Pronation
   d. (Drop behind back) swing up on edge
   e. (Drop behind back) swing up with pronation
   f. Weight transfer
   ---Move students to net ---
   g. Point of Contact*
   h. Add follow through*
   i. Add backswing (broken serve)*
   j. Rhythm - no toss
   k. Rhythm - with toss and catch
   l. Complete serve*
2. Students demonstrate serves (half-court or closer)
   * indicates a step where the ball is struck

Part 2 - Individual Help
1. Organize for Individual Help
   a. Line students up halfway between service line and net
   b. Instructor works individually with a student on end
   c. Instructor rotates students until all receive individual help
2. Attention must be paid to all students using names and feedback continuously
3. Students demonstrate serves (half-court or closer)

Part 3 - Practice
1. Organize for Practice
   a. Have students line up five or six balls from the net to the baseline
   b. All students begin with ball closest to net
   c. Demonstrate and explain practice procedure (hitting up on ball)
2. Students progressively serve balls moving from net to the baseline
3. Have balls available for students who miss their serves into the net
4. Assemble students in deuce alley near service line and demo the tactical priorities
5. Students demonstrate serves (half-court or closer)
Errors & Corrections

Additional errors and corrections are included in the PTR Preparation for Certification DVD or PTR Instructor’s Manual.

<table>
<thead>
<tr>
<th>Error</th>
<th>Correction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Front foot slides forward Before contact</td>
<td>Place an object (ball, racquet) in front of the front foot.</td>
</tr>
<tr>
<td>(foot fault)</td>
<td></td>
</tr>
<tr>
<td>Incorrect grip/changes in grip</td>
<td>Place a pencil between the index knuckle and the racquet (pencil rests at 45-degrees).</td>
</tr>
<tr>
<td>Loss of balance</td>
<td>Have student serve with feet together facing forward.</td>
</tr>
<tr>
<td>Improper point of contact</td>
<td>Rarely teach how to toss the ball. Always stress point of contact.</td>
</tr>
<tr>
<td></td>
<td>Tap the ball at the point of contact at the fence.</td>
</tr>
<tr>
<td>Elbow drops</td>
<td>Have student toss the ball up and rebound off the top of the elbow.</td>
</tr>
<tr>
<td>Muscling the ball</td>
<td>Serve holding the racquet with two fingers.</td>
</tr>
<tr>
<td>No hip rotation</td>
<td>Belly button facing the net.</td>
</tr>
<tr>
<td></td>
<td>Back heel off the ground.</td>
</tr>
<tr>
<td>Knees dip before toss</td>
<td>Have the student serve with legs locked.</td>
</tr>
<tr>
<td></td>
<td>Have the student serve with one knee on the ground.</td>
</tr>
<tr>
<td>Pushing the ball forward</td>
<td>Tap the ball against the fence. The tip of the racquet will meet the fence first.</td>
</tr>
<tr>
<td>(no pronation)</td>
<td></td>
</tr>
<tr>
<td>Quick toss</td>
<td>Leave tossing arm in the air for two counts after releasing the ball.</td>
</tr>
<tr>
<td>Quick backswing</td>
<td>Imagine you are taking racquet back under water.</td>
</tr>
</tbody>
</table>

Wrap up

- Instructor brings students together in a group
- Review individual errors in a positive manner
- Give practice suggestions to students
- Provide incentive to return for future lessons
- Thank the students
FOREHAND - Outline for Group Lesson

Introduction
• Greet students & learn names
• Briefly describe lesson/goal of lesson
• Have students demonstrate their forehands
• Give positive comment & identify ONE error (stroke evaluation)
• Demonstrate forehand (2-3 times)

Part I - Teaching the Stroke
1. Line up students on baseline and demonstrate components with students shadowing
   a. stance
   b. grip
   c. turn & pivot (shoulder turn)
   d. racquet back & down
   e. adjusting steps
   f. point of contact
   g. follow through
2. Students moved to net and learn/practice self-start
3. Stroke progressions introduced
   a. hit from point of contact
   b. hit from backswing position
   c. hit from shoulder turn position
4. Students demonstrate forehands (half-court)

Part 2 - Individual Help
1. Organize for Individual Help
   a. One student becomes ‘assistant coach’ (feeder) and feeds to two students
   b. Instructor works individually with one student on same error identified in Introduction
2. Instructor rotates (clockwise) students until all receive individual help
3. Attention must be paid to all students using names and feedback continuously
4. Students demonstrate forehands (half-court)

Part 3 - Practice
1. Organize for Practice (emphasis on footwork and point of contact)
   a. Position students in two lines of two for point of contact practice. Instructor
      alternates feeds to each line and students rotate positions.
   b. Pair up students across from each other for rally practice. Instructor moves
      about court with comments and using students’ names.
2. Students demonstrate forehands (half-court)
Wrap up

- Instructor brings students together in a group
- **Review** individual errors in a positive manner
- Give **practice suggestions** to students
- Provide incentive to return for future lessons
- Thank the students

### Errors & Corrections

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<thead>
<tr>
<th>Error</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Improper point of contact</td>
<td>Have student catch the ball at the point of contact on the strings.</td>
</tr>
<tr>
<td>Wristy at point of contact</td>
<td>Hold racquet halfway. May also place ball between racquet and forearm.</td>
</tr>
<tr>
<td>Slicing the ball</td>
<td>Have student touch the racquet to the ground before swinging forward.</td>
</tr>
<tr>
<td>(cannot hit topspin)</td>
<td></td>
</tr>
<tr>
<td>Short follow through</td>
<td>Have student catch the racquet with the left hand.</td>
</tr>
<tr>
<td>Steps in with wrong foot</td>
<td>Step on a coin or foot pedal.</td>
</tr>
<tr>
<td>Hits off back foot</td>
<td>From behind the student, throw the ball out in front.</td>
</tr>
<tr>
<td>Wrist break on backswing</td>
<td>The student stands beside the net with the body on one side of the net and the racquet on the other. The net will make sure that there is no excessive backswing.</td>
</tr>
<tr>
<td>(excessive backswing)</td>
<td></td>
</tr>
<tr>
<td>Scoops or parallel backswing</td>
<td>Swinging over, then under racquet. Have student leave dominant hand on racquet longer.</td>
</tr>
<tr>
<td></td>
<td>Have the student trace your racquet frame with theirs.</td>
</tr>
<tr>
<td>Not enough shoulder turn on backswing</td>
<td>Have student leave non-dominant hand on racquet longer.</td>
</tr>
<tr>
<td></td>
<td>Put a racquet in both hands. Keep them together during the shoulder turn.</td>
</tr>
<tr>
<td>Leading with elbow</td>
<td>Have student place ball under upper arm between arm and body. Ball should not drop out until racquet swings forward.</td>
</tr>
</tbody>
</table>
BACKHAND - Outline for Group Lesson

Introduction
- Greet students & learn names
- Briefly describe lesson/goal of lesson
- Have students demonstrate their backhands
- Give positive comment & identify ONE error (stroke evaluation)
- Demonstrate backhand (2-3 times with reference to two-handed backhand as well)

Part 1 - Teaching the stroke - Basic progressions
1. Line up students on baseline and demonstrate components with students shadowing
   a. stance
   b. grip
   c. turn & pivot (shoulder turn)
   d. racquet back & down
   e. adjusting steps
   f. point of contact
   g. follow through
2. Students moved to net and learn/practice self-start
3. Stroke progressions introduced
   a. hit from point of contact
   b. hit from backswing position
   c. hit from shoulder turn position
4. Students demonstrate backhands (half-court)

Part 2 - Individual Help
1. Organize for Individual Help
   a. One student becomes ‘assistant coach’ (feeder) and feeds to two students
   b. Instructor works individually with one student on same error identified in Introduction
2. Instructor rotates (counterclockwise) students until all receive individual help
3. Attention must be paid to all students using names and feedback continuously
4. Students demonstrate backhands (half-court)

Part 3 - Practice
1. Organize for Practice (emphasis on footwork and point of contact)
   a. Position students in two lines of two for point of contact practice. Instructor alternates feeds to each line and students rotate positions.
   b. Pair up students across from each other for rally practice. Instructor moves about court with comments and using students’ names.
2. Students demonstrate backhands (half-court)
Wrap up

• Instructor brings students together in a group
• Review individual errors in a positive manner
• Give practice suggestions to students
• Provide incentive to return for future lessons
• Thank the students

Errors & Corrections

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**Error (One-handed)**

<table>
<thead>
<tr>
<th>Error</th>
<th>Correction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incorrect grip</td>
<td>Place pencil between forefinger and grip.</td>
</tr>
<tr>
<td>Leading with elbow</td>
<td>Sandwich a ball against the body, under the arm above the elbow.</td>
</tr>
<tr>
<td>Wrist break on backswing</td>
<td>Stand student beside the net with body on one side and racquet on the other. Net will prevent excessive backswing.</td>
</tr>
<tr>
<td>Excessive hip and shoulder rotation</td>
<td>Hold a ball hopper with non-playing hand.</td>
</tr>
<tr>
<td>Hits off back foot</td>
<td>Student steps on a coin placed in front of him/her.</td>
</tr>
<tr>
<td>Improper point of contact</td>
<td>Toss the student a few balls and ask him/her to stop at the point of contact.</td>
</tr>
<tr>
<td>Racquet rolls on follow through</td>
<td>Have the student stand with back to fence, stopping follow through. Have the student stop at the point of contact and then add the follow through.</td>
</tr>
</tbody>
</table>

**Error (Two-handed)**

<table>
<thead>
<tr>
<th>Error (Two-handed)</th>
<th>Correction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Left hand (wrist) covers ball</td>
<td>Push against instructor’s racquet through swing (follow through).</td>
</tr>
<tr>
<td>Racquet too far back on backswing</td>
<td>Use net as a barrier to prevent extreme backswing.</td>
</tr>
</tbody>
</table>
VOLLEY PROGRESSIONS

The volley is considered the easiest to learn of all the strokes in tennis because of its simplicity. The student takes a relaxed stance facing the net with feet about shoulder width apart and knees slightly flexed. The volley is executed by having your student simply set his/her racquet in order to “block the ball”. There is little or no backswing. As students become more advanced, they will incorporate a quick shoulder turn, an abbreviated backswing and a short follow through.

FOREHAND VOLLEY

1. Block ball with hand
   The student simply blocks or catches the ball with his/her hand.

   Note: For Steps 2, 3 & 4, the angle of the racquet is facing the opposite foot, or roughly at a 45-degree angle.

2. Big hand
   The student holds the racquet at the throat with three fingers on the strings. The thumb and pinkie finger grasp the sides of the racquet. The ball is tossed underhand by the partner and the student blocks the ball on the strings.

3. Hand halfway
   The student slides the hand halfway down the racquet. Using an eastern forehand grip, the student blocks the ball on the strings.

4. Full grip
   Slide the hand all the way down the racquet. Using an eastern forehand grip, block the balls on the strings.

BACKHAND VOLLEY

The backhand volley uses the same progressions as the forehand volley. One exception is that the grip used is an eastern backhand. Also, in Step 1 (Block ball with hand), the student should extend the arm out and to the far left side of the face. Make a “thumbs up” sign and then block the ball with the fist.

Note: The volley is taught using an eastern forehand and backhand grip to provide the student with more initial success. Eventually, with more muscle strength and feel, a continental grip will be used.
TACTICAL PRIORITIES OF THE SERVE

Discuss the tactical priorities of the serve. This is an excellent context for introducing the spin serve. You should be able to proficiently demonstrate the five tactical priorities of the serve, which include the topspin serve. Tactical priorities for the serve are:

1. **Consistency**: Get the ball in the correct service court.
2. **Placement** or **Direction**: Serve to the forehand or backhand side, or down the middle.
3. **Depth**: Being able to hit the ball deep or short.
4. **Spin**: Slice or topspin.
5. **Power**: A ball hit with velocity.

Most people don’t follow these tactical priorities. Instead, they try to hit the ball as hard as they can, with minimal control. To ensure that your students develop a controlled serve, ask them to serve the ball slowly over the net so it will bounce twice before crossing the baseline. As the stroke becomes more fluid and relaxed, the racquet head speed will naturally increase. This will prepare the player to learn slice and spin. When discussing spin, show your students where slice is most effective (wide - where it pulls your opponent off the court; or into the body - where it jams your opponent).

SPIN SERVE PROGRESSIONS

The spin serve is a stroke that should be taught to people of intermediate and advanced levels. Only players who can generate reasonable racquet head speed can benefit from a spin or slice serve.

Organize your students in a semi-circle. Grip the racquet halfway up the handle, so they have more control.

**Note**: The students will keep a half grip until the final progression.

Explain the motion of the racquet by using the example of a clock face. For a flat serve, the point of contact would be in the center, or where the hands meet on a clock face. On the slice serve, the racquet travels in a direction toward **3 o’clock**. For the spin serve, the racquet travels from **7 o’clock** toward **1 o’clock**. Students will practice each step after your demonstration.

1. **Creating spin**
   Show your students how to **bypass** the ball at 6 o’clock. The racquet moves back and forth (right to left, toward the body) underneath the ball to produce underspin. This exercise should be done with the ball staying on the racquet. After a few bypasses, let the ball drop to the ground and look at the spin that is produced. Have the students practice this step.

2. **Demo spin**
   Bring the students close to the net. Rest the racquet behind your shoulder and demonstrate the following. With a short toss, no higher than your chest, bypass the ball at **6 o’clock**. You should contact the ball at waist level. The ball will travel over the net with underspin.
3. Demo slice
To show slice, rest the racquet behind your shoulder and swing the racquet up, bypassing the ball at 3 o’clock. The racquet moves to the ball at a 45-degree angle. There is no follow through.

Note: Remind the students not to “cup” the ball or try to “come around the ball”. Everyone should still be holding the racquet halfway up the shaft. Most importantly, it is a short, abbreviated stroke with no follow through.

4. Demo topspin
From the slice motion, we move to topspin. Rest the racquet behind your shoulder and move the racquet from 7 o’clock to a 1 o’clock position. The follow through is abbreviated, with the racquet handle finishing on the outside of the forearm. By correctly hitting up on the ball, you will create some topspin. Only the forearm rotates as the wrist rolls with the butt of the racquet.

5. Demo follow through
The next progression is to demonstrate following through behind your back. At the finish, the back of your hand should be resting on the small of your back. This will produce greater topspin on the ball.

Caution: Steps 5 & 6 should be done at 1/2 pace - slow motion, because they are not natural motions. Students who have injured shoulders or elbows may skip these steps.

6. Add backswing
The next step is to start with the racquet and ball together and use a rhythmic backswing and ball toss. (Remember we still have not moved the grip to the end of the handle.) Again, complete the stroke by slowly finishing behind the back.

7. Normal follow through
As a next step, demonstrate the topspin serve with a normal follow through (on the left side of the body).

8. Emphasize hitting up
Finally, have your students hold the racquet full length and move to the outside of the fence or backdrop. Stand at arm’s length away from the fence or backdrop and slowly serve over the barrier.

Note: Pronation of the forearm is used in flat, slice and topspin serves. However, pronation naturally occurs at different times for each type of serve.

Safety Tip: Do not serve in front of a fence pole or any solid object where the ball might ricochet.
OVERHEAD PROGRESSIONS

Demonstrate the overhead and each progression. Separate your students into pairs and go through the following progressions.

1. **Ball catch**
   From the baseline, one player feeds a high lob. His/her partner stands sideways in a serve stance, racquet on shoulder and left hand extended toward the sky. Player adjusts feet and positions himself to be able to catch the ball, after the bounce, in his left hand above the head.

2. **Ball catch, serve**
   Player now catches the ball after the bounce, makes a serve toss and hits the ball over the net. Player should make a complete follow through.

3. **No catch, overhead with bounce**
   Player now adjusts feet to be able to play an overhead without catching the ball. Left hand is still extended toward the descending ball. Player acts as if to prepare to catch the ball, but instead plays the overhead.

4. **Overhead without bounce**
   Same as Step 3, except player now hits overhead out of the air.

DROP SHOT PROGRESSIONS

The drop shot is very similar to the volley in that the ball is blocked in order to play the stroke. There are a number of ways to hit a drop shot. Most of the pros tend to use a very relaxed wrist or they use extreme underspin. This, however, takes a great amount of skill and timing. The simplest way to hit a drop shot is to block the ball on the rise. A drop shot is most effective when it is played from inside the service line.

Demonstrate the drop shot and each progression. Then separate your students into pairs and, using eastern grips, do the following progressions.

1. **Volley**
   Both you and your partner move back to the service line. Have your partner feed you some volleys. Get the feel of gently blocking the ball over the net.

2. **Drop shot**
   The partner feeds a “baby serve” (racquet on the shoulder and gently reach up and contact the ball - no follow through) and player hits a drop shot (block) where the highest point of the ball’s trajectory (apex) is on the player’s side of the net.

Note: The backhand drop shot uses the same progressions as the forehand. It is biomechanically easier to hit than the forehand because you lead with your hitting shoulder, which is out in front.
FOREHAND APPROACH SHOT (SLICE) PROGRESSIONS

Demonstrate the slice approach shot and show how it differs from the usual groundstroke. The ball is hit as the player is moving to the net. This is called “dynamic balance”. The ball is hit with a semi-open stance off the right foot, while the player is in stride. Most players have greater success using a continental grip. A continental grip opens the face of the racquet, thus making the slice easier. Separate into pairs and do the following progressions.

1. **Toss, step right, hit, step left**
   - Both students are at the service line. The hitter tosses the ball in front and steps with the right foot a split second before contacting the ball. The hitter then steps with the left foot.

2. **Feed, step right, hit, step left**
   - With both students at the service line, the feeder drop-feeds a ball to the hitter. The hitter pushes off the right foot a split second before contacting the ball. The hitter then steps with the left foot.

3. **Add more footwork**
   - Repeat Step 2. After hitting the stroke, continue to the net and use a split step.

4. **Dynamic approach shot**
   - To make the stroke more dynamic, the hitter goes back to the baseline and hits the forehand approach shot off of a short feed. The hitter continues toward the net, split steps and blocks a volley.

**Note:** On the follow through, the racquet face points toward the direction of the ball.
BACKHAND APPROACH SHOT (SLICE) PROGRESSIONS

The one-handed backhand approach shot is also hit down the line or down the middle. The key to this shot is mastering the footwork that enables the hitter to keep the body sideways to the net while hitting the shot. The footwork movement used is called a carioca step, where the left foot crosses behind the right foot to keep the body sideways. The carioca step is dynamic, since the player moves toward the net while staying sideways. Most players have greater success using a continental grip.

Demonstrate the backhand approach shot and each progression. Then separate into pairs and go through the following progressions.

1. Lock and block
   With both players on the service line, the feeder drop-feeds a ball to the hitter. The hitter plays a drop shot (block) while at the same time sliding the left foot up behind the right foot, locking it ahead of the right foot.

2. Lock and extend
   Same as the first step, except that the follow through is extended. Both arms move in opposite directions. The left foot is once again locked ahead of the right foot.

3. Lock and hit with footwork
   Repeat Step 2, timing your carioca step and hitting in the same movement. After the stroke, continue to the net and add a split step.

4. Dynamic approach shot
   The hitter moves to the baseline and moves in on a short ball hit by the feeder. The hitter completes the same sequence of footwork, but this time without a pause, then sets up for the volley.

Note: The backhand approach shot can also be hit by just leaving the ground while running sideways toward the net, then kicking your feet together.
TOPSPIN LOB PROGRESSIONS

The topspin lob has become a very popular shot in recent years. When executed properly, it leaves an opponent virtually helpless. However, since the topspin lob is not a particularly easy shot to hit, it is taught to individuals with intermediate and advanced skill levels.

Demonstrate the forehand topspin lob and each progression. Then separate into pairs and do the following progressions.

1. **Sandwich the ball**
   The ball is sandwiched between the net cord and the racquet. The student lifts the racquet straight up and over the right shoulder to produce excessive spin on the ball as the racquet travels sharply upward. The hitter’s partner retrieves the ball and places it back on the net for another attempt.

2. **Spin on edge**
   The hitter takes three steps back. With the racquet head on edge and placed lower than the height of the net, the hitter drops the ball and swiftly swings straight up and over the right shoulder. This will put a heavy spin on the ball.

3. **Open racquet face**
   The hitter moves back to the service line. The partner stays at the net with his/her racquet held up in the sky to show the necessary clearance for the topspin lob. The hitter turns sideways and opens up the racquet face to 45-degrees.

   The hitter drops the ball and takes a semi-circular backswing, then hits through the ball with a slightly open racquet face - just out in front of the left leg. The follow through over the right shoulder imparts heavy topspin. The ball should clear the partner’s racquet and land behind the imaginary line halfway between the service and baselines.

4. **Hit off partner’s feed**
   The partner volley-feeds a ball to the hitter and immediately extends his/her racquet up in the air. The hitter adjusts the feet and, with a semi-circular backswing, hits up and through the ball. The ball should clear the partner’s racquet and land behind the imaginary line between the service and baselines.

   At this point, the feeders and hitters switch.
HALF VOLLEY PROGRESSIONS

In the half volley, the player contacts the ball immediately after it bounces. As a result, the half volley is mostly a neutral or defensive shot. As in the approach shot, the half volley is typically placed down the line or down the middle and deep, in an effort to cut down an opponent’s angles for a passing shot. One of the keys to this shot is bending at the knees rather than at the waist, to get down to the ball. As in the topspin lob and other speciality shots, the half volley is a more advanced stroke and should be taught to players who have developed a reasonable amount of ball skill.

FOREHAND HALF VOLLEY
Demonstrate the half volley and the following progressions. The grip used is an eastern forehand. Then separate into pairs and go through the following progressions. Instruct players to use a half volley feed to their partners for each progression.

1. **Bounce/block with hand**
   - With both students on the service line, the partner feeds a ball directly at the hitter’s feet.
   - The hitter bends at the knees and either catches the ball or blocks the ball with his/her hand immediately after the ball bounces.

2. **Bounce/block with racquet**
   - With both students on the service line, the partner feeds a ball directly at the hitter’s feet.
   - The hitter bends at the knees and blocks the ball with the racquet on edge near the ground. The timing is a one-two beat, bounce-block.

3. **Bounce/extend**
   - The ball is fed at the hitter’s feet and the hitter contacts the ball in front of the left leg. The face of the racquet follows through in the direction of the ball.

BACKHAND HALF VOLLEY
The backhand half volley uses the same progressions as the forehand half volley. The one exception is that the grip used is an eastern backhand. Also, the backhand half volley is hit with a “rising socket”. This is where the shoulder socket lifts up as the arm moves forward through the ball. The butt of the racquet points to the right fence. This movement is different from the backhand drive which utilizes a “rotating socket”. The rising socket makes it easier to hit the ball down the line as well as to “pick up” the ball on the rise.
INSTANT TENNIS PROGRESSIONS

Instant Tennis is a great way to introduce basic ball control skills and strokes to beginning students. In just a few minutes, students can be hitting the ball in a rally situation or playing a game. The first six progressions can be utilized to give complete beginners the ability to self-start the ball and begin a rally. Students work with a partner during Instant Tennis. The progressions are as follows:

1. **Ball bounce** Partners hold the racquet like a frying pan and each gently bounces the ball off the strings. First toward the sky and then alternating hitting up with ball bouncing off the ground.

2. **Partner sharing** Partners now share one ball, alternating bouncing the ball off the strings. Ball bounces between hits.

3. **Single target ball** Partners place one ball on the ground as a target. They now alternate bouncing the ball up off the strings, trying to have the ball hit the target ball.

4. **Double target ball** Two target balls are now placed on the court. One on the singles sideline and the other directly across on the doubles sideline. Players stand directly across from each other, move forward and press their racquets together for a forehand. This will cause the player to hold an eastern forehand grip. Partners back up and now gently rally, aiming for their partner’s target ball.

5. **Targets over net** Partners now move across the net from one another, placing the target two or three feet from the net. Players press racquets together before beginning to reinforce the proper grip. They must now rally over the net attempting to hit their partner’s target ball.

6. **Remove targets** Players now rally without target balls, trying to hit 10 or more consecutive hits.

7. **Forehand volley (hand)** One player now comes close to the net holding his hand out like a policeman stopping traffic. His partner gently bounce-hits to the partner’s hand. Player bumps the ball back and they attempt to keep a rally going.

8. **At throat (big hand)** Net player holds the racquet at the throat as s/he volleys.

9. **Halfway** Net player holds the racquet halfway down the handle.

10. **Full length** Net player now holds the racquet at the grip (full length)

11. **Switch roles** Repeat progressions 7-10 with partners reversing roles.

12. **Backhand volley (thumb)** One player comes close to the net holding his thumb and fist out to the left side of the body. The partner gently bounce-hits to his thumb. Player attempts to touch the ball with thumb or knuckles.

Instant Tennis is a great way to introduce basic ball control skills and strokes to beginning students. In just a few minutes, students can be hitting the ball in a rally situation or playing a game. The first six progressions can be utilized to give complete beginners the ability to self-start the ball and begin a rally. Students work with a partner during Instant Tennis. The progressions are as follows:

1. **Ball bounce** Partners hold the racquet like a frying pan and each gently bounces the ball off the strings. First toward the sky and then alternating hitting up with ball bouncing off the ground.

2. **Partner sharing** Partners now share one ball, alternating bouncing the ball off the strings. Ball bounces between hits.

3. **Single target ball** Partners place one ball on the ground as a target. They now alternate bouncing the ball up off the strings, trying to have the ball hit the target ball.

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5. **Targets over net** Partners now move across the net from one another, placing the target two or three feet from the net. Players press racquets together before beginning to reinforce the proper grip. They must now rally over the net attempting to hit their partner’s target ball.

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<table>
<thead>
<tr>
<th></th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. Big thumb</td>
<td>Player holds racquet with thumb behind strings. Partner bounce-feeds the ball and they attempt to keep the ball in play.</td>
</tr>
<tr>
<td>14. Thumb halfway</td>
<td>Player moves hand halfway down handle, still with thumb behind. Partner plays mini-groundstrokes while player hits backhand volleys.</td>
</tr>
<tr>
<td>15. Full length</td>
<td>Net player holds the racquet at the grip (full length).</td>
</tr>
<tr>
<td>17. Backhand groundstrokes</td>
<td>With the same backhand grip, net player backs up from the net and bumps easy backhand drives while the partner plays easy forehands.</td>
</tr>
<tr>
<td>18. Switch roles</td>
<td>Players now switch roles.</td>
</tr>
<tr>
<td>19. Serve</td>
<td>One player comes to the net and extends his racquet toward the sky with the edge facing the net. Partner gently bounce-feeds a lob and player attempts to touch the ball to the edge.</td>
</tr>
<tr>
<td>20. Contact point</td>
<td>Without changing the grip, player turns the hand forward so the ball will strike the strings.</td>
</tr>
<tr>
<td>21. Back scratch</td>
<td>Player drops the racquet behind the back and then reaches up to touch the ball at contact point.</td>
</tr>
<tr>
<td>22. Serve stance</td>
<td>Player now turns sideways in a serve stance and extends the left hand toward the sky. Player now reaches to contact the ball from this position.</td>
</tr>
<tr>
<td>23. Switch roles</td>
<td>Repeat progressions 19-22 with partners reversing roles.</td>
</tr>
<tr>
<td>24. Self toss</td>
<td>Each player now steps back three to four meters from the net. Players alternating hitting gentle serves (stopping at point of contact) to each other.</td>
</tr>
<tr>
<td>25. Mini-court play</td>
<td>Now one player serves a ball and the two players rally in the service boxes. Players switch after an error.</td>
</tr>
</tbody>
</table>
10 MINUTE WARM UP

Typically, most tennis players proceed to the baseline to begin their warm up. Unfortunately, this leads to many unnecessary injuries. Over hitting or reaching for a wide ball can cause injury if your body is not limber. This is especially true as we grow older.

The 10 Minute Warm Up is designed for two players. It consists of five progressions that emphasize control and sound biomechanics. Properly done, the 10 Minute Warm Up will get your body loose and give you better focus for your upcoming match.

The players should concentrate on keeping one ball in play. However, if the ball goes to the wrong side of the intended hitter, the player should let it go and continue with another ball.

There are two roles for each progression. For this explanation, they will be referred to as “Player A” and “Player B”.

The players assume their roles for the first progression for one minute, then they reverse roles. After the second minute (the end of the first progression), the players start the second progression. Continue in this manner until both players have completed all five progressions.

Safety Tip: If there are four or more students on a court, there is a tendency for the students to move closer together. Give constant reminders to your students to stay separated with the end players staying near their respective alleys.

Player positions

Player A goes to the service line. Player B is directly opposite Player A, three steps from the net.

Note: As the coach, constantly remind players hitting the groundstrokes to move their feet and hit from the point of contact. There is little or no backswing in the groundstrokes or volleys since this leads to more power and lack of control. The volleyer concentrates on simply blocking the ball back to the groundstroker and using proper technique.
<table>
<thead>
<tr>
<th>Progression</th>
<th>Minute</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First progression</strong></td>
<td></td>
<td><strong>Forehand volleys</strong></td>
</tr>
<tr>
<td>1st minute</td>
<td>Player A hits groundstroke to Player B’s forehand volley.</td>
<td></td>
</tr>
<tr>
<td>2nd minute</td>
<td>Player B hits groundstrokes to Player A’s forehand volley.</td>
<td></td>
</tr>
<tr>
<td><strong>Second progression</strong></td>
<td></td>
<td><strong>Backhand volleys</strong></td>
</tr>
<tr>
<td>3rd minute</td>
<td>Player A hits groundstrokes to Player B’s backhand volley.</td>
<td></td>
</tr>
<tr>
<td>4th minute</td>
<td>Player B hits groundstrokes to Player A’s backhand volley.</td>
<td></td>
</tr>
<tr>
<td><strong>Third progression</strong></td>
<td></td>
<td><strong>Alternate volleys</strong></td>
</tr>
<tr>
<td>5th minute</td>
<td>Player A hits groundstrokes to Player B’s forehand and then backhand volley.</td>
<td></td>
</tr>
<tr>
<td>6th minute</td>
<td>Player B hits groundstrokes to Player A’s forehand and then backhand volley.</td>
<td></td>
</tr>
<tr>
<td><strong>Fourth progression</strong></td>
<td></td>
<td><strong>Baby overhead</strong></td>
</tr>
<tr>
<td>7th minute</td>
<td>Player A hits lob to Player B.  Player B hits a “baby overhead”.</td>
<td></td>
</tr>
<tr>
<td>8th minute</td>
<td>Player B hits lob to Player A.  Player A hits a “baby overhead”.</td>
<td></td>
</tr>
<tr>
<td><strong>Fifth progression</strong></td>
<td></td>
<td><strong>3 ball combination</strong></td>
</tr>
<tr>
<td>9th &amp; 10th minute</td>
<td>Combination: Player A hits to Player B’s forehand volley, then backhand volley and then feeds a lob to Player B’s baby overhead.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Switch positions for the 10th minute.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>These steps should be followed in order.</td>
<td></td>
</tr>
</tbody>
</table>

**Note:** The forehand is the preferred stroke for the person hitting groundstrokes. Since the forehand is usually easier to control, the students are more likely to sustain the rallies.
GRIPS

Grips are listed as you move clockwise around the grip

• **Extreme Eastern Backhand** (sometimes called western backhand)  
  This grip places the index finger knuckle on the left top side bevel (8) of the racquet, and in some cases the knuckle may even be as far over as the left side bevel (7). This grip can generate a great amount of topspin and is helpful when playing high bouncing balls.

• **Eastern Backhand**  
  This grip places the index finger knuckle on the top bevel (1) of the racquet which generally centers the palm on top of the racquet.

• **Continental**  
  For this grip, the index finger knuckle is located on the top right side bevel (2). Typically used for serving and volleys.

• **Eastern Forehand**  
  The classic “shake hands” grip. The player’s palm is generally against the right side bevel of the grip. The index finger knuckle is also resting on the right side bevel (3).

• **Semi-western**  
  This grip places the index finger knuckle on the bottom right side bevel (4). This grip allows players to generate much more topspin than the eastern forehand.

• **Western**  
  The index finger knuckle is located on the bottom bevel (5) of the racquet. Players using this grip can generate a great amount of topspin and often prefer clay courts.
**GLOSSARY OF TERMS**

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>biomechanics</td>
<td>The study of the mechanics of the body, especially the forces exerted by muscles and gravity.</td>
</tr>
<tr>
<td>bypass</td>
<td>The motion of the racquet as it moves against the ball to create spin.</td>
</tr>
<tr>
<td>carioca step</td>
<td>The crossing of the left foot behind the right foot as the player makes a backhand approach shot.</td>
</tr>
<tr>
<td>closed stance</td>
<td>The stance that occurs when the player steps across with the foot opposite the side where the ball will be hit.</td>
</tr>
<tr>
<td>dynamic balance</td>
<td>Body control as the player moves to hit the ball.</td>
</tr>
<tr>
<td>hot seat</td>
<td>The location of the returner’s partner in doubles. Near the “T” to protect the middle of the court.</td>
</tr>
<tr>
<td>open stance</td>
<td>The stance that occurs when the player steps toward the sideline with the foot on the same side as where the ball will be hit.</td>
</tr>
<tr>
<td>paralysis by analysis</td>
<td>Refers to a player receiving too much information about a skill. This information overload prevents them from executing the skill (shot).</td>
</tr>
<tr>
<td>poaching</td>
<td>In doubles, a player who is at the net and moves across to intercept the opponent’s return.</td>
</tr>
<tr>
<td>pronation</td>
<td>The rotation of the forearm from the right to the left. An inward rotation of the hand to a palm-down position.</td>
</tr>
<tr>
<td>rising socket</td>
<td>The shoulder motion exhibited when playing a backhand half volley or an extreme low-to-high topspin backhand groundstroke.</td>
</tr>
<tr>
<td>rotating socket</td>
<td>The shoulder motion exhibited when playing a classic backhand groundstroke.</td>
</tr>
<tr>
<td>shadow</td>
<td>Imitating the stroke from a visual representation.</td>
</tr>
<tr>
<td>split step</td>
<td>The hesitation movement of a player as s/he squares off toward the net in preparation of the opponent’s shot.</td>
</tr>
<tr>
<td>square stance</td>
<td>The stance that occurs when the player is perfectly sideways to the net (90-degrees)</td>
</tr>
<tr>
<td>static balance</td>
<td>Body control when the player is in a stationary position.</td>
</tr>
<tr>
<td>wrong footed</td>
<td>Player is moving in the direction opposite of where the ball is being hit.</td>
</tr>
</tbody>
</table>
GENERAL TEACHING CONSIDERATIONS

Here are a few general comments from PTR Founder Dennis Van der Meer that will help you become a great instructor. **You should review these suggestions in preparation for the certification test.**

- Keep group lessons moving. Don’t spend extra time with a slower learner in the beginning of the lesson. Wait for the opportunity to work with them in the Individual Help portion. It’s important to keep everyone in lockstep so the lesson doesn’t lose momentum, and worse yet, lose some of your students’ attention.

- Make frequent comments to everyone in the lesson. Use the students’ names to personalize your comments and bring attention to their individual needs.

- Vary the tone and volume of your voice. It’s important to interject excitement and energy into the learning of the game. Your voice and attitude will relay your enjoyment of the game and keep your student returning.

- Corrective techniques are easier to administer in the Individual Help portion of the lesson. But remember to keep your eyes moving as the instructor. You have to see and attend to everyone!

- There is nothing more important than the safety of your students. Be sure to position the ball hopper correctly and be aware of the spacing between your students at all times.

- As an instructor, your stroke demonstrations need to be controlled and absent of any idiosyncratic movements. You do not need to demonstrate any stroke at a fast playing speed for a beginning student. Be aware of your own playing limitations.

- Stay away from detailed descriptions of a stroke’s movement. Most will learn much faster from a more “show and tell” method. Too much information may paralyze your students, and you will lose their attention.

- Sometimes students who have played for many years have developed inefficient mechanics, yet they still maintain a good deal of success and are comfortable with their play. It is most important to get their cooperation before making any substantial change to their game. And it is always easier for students to accept an addition to their game rather than a change.

- Give frequent feedback to your students, always finding the opportunity to be positive and motivating. For slower learners, look for small improvements to praise. Too much criticism can defeat a student’s desire to continue playing.
WRITTEN TEST PREPARATION

The Written Test is divided into eight sections. You should be knowledgeable with the items listed below for each section as well as the other information included in this Test Preparation Guide. Your workshop will include discussions of many of these topics and issues.

**Tennis Teaching Terms and Grips**
- Static balanced stroke
- Dynamic balanced stroke
- Bypass
- Shadow
- Poaching
- Open stance
- Closed stance
- Square stance
- Rising socket
- Rotating socket
- Paralysis by analysis
- Pronation
- Carioca step
- Wrong footed
- Biomechanics
- Split step
- Hot seat

**Corrective Techniques**
Consult the *PTR Preparation for Certification DVD*, *PTR Instructor’s Manual*, or this Test Preparation Guide for examples of errors and corrective techniques. Your workshop leader will demonstrate several on the court, but you should be aware of all the errors and corrections provided in these publications.

**Grips & Basic Strategy**
- Eastern forehand
- Eastern backhand
- Continental
- Semi-western
- Western
- Extreme eastern backhand
- Grip advantages and disadvantages
- Grips and generating spins
- Basic singles and doubles strategy
- Tactical priorities of the serve

**General Tennis Knowledge**
- Major grand slam tournaments
- Court surfaces and their characteristics
- Effect of string tension
- Davis Cup
- Federation Cup
- Grand Slam
- ATP and WTA Tours
- International Tennis Federation (ITF)

**Rules, Scoring & Competition**
- Thorough knowledge of tennis scoring
- Thorough knowledge of tennis rules
- Basic court dimensions and net height
- 12 point tie-break procedure
- Calculating matches in a tournament
- Calculating matches in a round robin
- Rules of wheelchair tennis

The rules of tennis are available online through many tennis federations and organizations, including www.usta.com
SAMPLE TEST QUESTIONS

1. In Part 1 - Teaching the Stroke of the forehand lesson, put (number) the following steps in the correct order as they are presented to the student:
   ____ grip
   ____ adjusting steps
   ____ point of contact
   ____ stance
   ____ turn & pivot (shoulder turn)
   ____ follow through
   ____ racquet back & down

   (Hint: Know all the progressions of all the strokes and specialty shots.)

2. The score of a tennis match is 6-1, 4-5, 30-40. What is the minimum number of points that had to be played to get to this score?
   A. 81
   B. 76
   C. 69
   D. 64

3. Mark and Jayne are playing Steve and Cindy. Mark serves the first game of the match and Steve the second game. The score is 6-5 in the first set. Who will be serving the 12th game?
   A. Jane
   B. Mark
   C. Cindy
   D. Steve

4. A match score stands at 6-3, 4-6, 3-3. How many times have the opponents changed sides?
   A. 11
   B. 12
   C. 13
   D. 14

5. During the Individual Help portion of the group lesson, all of the following apply except:
   A. rotate the students so they all have an opportunity to work with the professional
   B. use two distinct voices; one for the group, and one for the individual
   C. spend the majority of the available time with the weakest player
   D. place the ball hopper in a safe position

6. Rank the following forehand grips in the order of their general ability to produce topspin (less topspin to more; 1 to 4):
   ____ eastern forehand
   ____ western
   ____ continental
   ____ semi-western

Answers - 1. 2, 5, 6, 1, 3, 7, 4  •  2. C  •  3. C  •  4. C  •  5. C  •  6. 2, 4, 1, 3