

CELTA pre-course task

Task 1

1. In what context will you be doing the CELTA course?
I believe the learners will be multi-lingual, mixed ability, open, mixed ages. Apart from that I don't know.
2. Do you know what context you will be teaching in after you finish the course?
No

Task 2

1. Think about why you decided to teach adults.
Not applicable in some ways, I'm not certified to teach in the public system. Teaching adults is less responsibility in the area of pastoral/personal care and discipline; adults have greater motivation and life experience.
2. Think about what you, as an adult, bring to this learning situation.
My life and work experiences, my experiences of challenges in learning, past teaching experience; my knowledge of NESB communities here and overseas.
3. Look at your answers to questions 1 and 2 and use these ideas to help you to write down what characterises adult learners.
More mature, more motivated, having chosen to be here; need to be treated with more formality and respect than children; have lots of life experiences both positive and negative which they bring to the class; have a greater sense of embarrassment at making mistakes or looking foolish than do children.

Task 3

1. What would you want to find out about a group of learners that you had to teach so that you could plan your lessons?
Cultural background, level of proficiency, time in country, prior experiences, professional experiences/qualifications; any negatives like refugee or conflict experience;
2. How would you find out?
I don't know, does the college brief us or let us read the files? Do we ask questions in the class?

Task 4

If you were teaching a group of learners, each of whom had different motivations for learning English, which learners would be the most challenging in terms of motivation?

Learners being put into the class by third parties like their parents or a workplace requiring them to do the class, rather than their own motivation. Also someone who wanted to understand arts/literature might be out of place in a very practical class.

Task 5

Look at the list of qualities and skills that a teacher might have. Which do you think learners most often rate in the top five?

- has a sense of humour
- *has a calm presence*
- builds rapport
- is approachable

- *knows how to listen well to students*
- trusts learners
- *is patient*
- respects individuality
- gives clear information and feedback
- knows about language and learning
- *inspires confidence*
- is sensitive to learners as people
- paces lessons to match the learners
- *is methodical and well-organised*
- *plans well*
- can be authoritative without being distant
- is always learning and developing
- is enthusiastic and inspires enthusiasm
- is friendly
- *is honest*
- empathises with the learners
- does not complicate things unnecessarily
- is sensitive to the culture and backgrounds of the learners

Task 6

Make a list of associations you have with the word 'grammar'. (They may not all be negative!)
Grammar can be very abstract and theoretical; there are lots of things I know instinctively but don't know how to express in formal grammar terms; grammar can be arbitrary; it can be classist and racist; some things people think are "correct" are simply snobbery or cultural shibboleths

Task 7

Look at the following sentences and decide which are correct. Write a correct version of the examples that are incorrect.

1. We've been looking for you for ages.
CORRECT
2. I've been to the movies last night.
I went to the movies last night
3. He often come late.
He often comes late
4. They were waiting by the fountain.
CORRECT
5. Can I have a coffee black, please?
Can I have a black coffee, please?
6. People with 12 items or less can queue here.
Debatable: some would say it should be "fewer" not "less"

Task 8

Provide a list of reasons why English language teachers need to know about grammar. In doing so, try to give some thought to the learners' perspective.

You can't teach everything by rote, sooner or later you need to give the underlying rule or principle; students will be nervous about making grammar mistakes and feel self-conscious about their abilities; they will be more confident if they know a rule.

Task 9

Identify the underlined words in the following dialogue. Use a grammar reference book or a dictionary to help you with this if necessary.

A: What are you(1) looking at?

Pronoun

B: Well, it's a(2) photograph of something very close up, but(3) I can't work out what it is. A: Yes, it's quite(4) abstract(5), isn't it?

2 article; 3 conjunction; 4 adverb 5 adjective

B: Yes. It could(6) be one of those(7) things for(8) unblocking a sink.

6 Modal auxiliary?; 7 article; 8 conjunction

A: Oh, you mean(9) a plunger(10).

9 verb; 10 noun

Task 10

Decide if the underlined verbs in the following sentences and questions are lexical verbs or auxiliary verbs.

1. He watches TV for at least two hours every evening.

Lexical

2. What are you looking for?

Lexical

3. They aren't going to come.

Auxiliary

4. What does he want?

Auxiliary

5. They haven't been here before.

Auxiliary

6. He was waiting on the corner.

Lexical

Task 11

Decide if the underlined verbs be, do and have have an auxiliary or lexical function in the following sentences and questions.

1. I had a bad headache yesterday.

Lexical

2. When do you get up each day?

Auxiliary

3. How long have you been learning English?

Auxiliary

4. I did it without thinking.

Lexical

5. We do some exercise every morning.

Lexical

6. Have you had them long?

Lexical

7. I was hoping for a quick answer.

Auxiliary

8. Are they still here?

Lexical

Task 12

All of the following sentences (1-5) contain modal auxiliary verbs that are underlined. Match the meaning of the modal verb to the definitions below (A-E).

1. You should see a doctor as soon as you can.
Advice
2. You may go now, thank you.
Permission
3. This letter must be from Frank ñ he's the only one who hasn't written so far.
Logical deduction
4. I can't play the piano very well.
Ability
5. We could go out, but I don't know if I'm in the mood.
Possibility

Task 13

Match the underlined verb form examples to the correct definition.

1. I worked until 7 o'clock last night.
past tense form
2. They've been seeing a lot of each other lately.
-ing form
3. She lives not far from here.
3rd person present simple tense
4. You have to try harder.
base form
5. It was handed to me as I was leaving.
past participle form

Task 14

Think of the past form and the past participle forms of the following verbs. Which are regular? Which are not regular?

- hear *Irregular*
- do *Irregular*
- think *Irregular*
- take *Irregular*
- go *Irregular*
- drink *Irregular*
- help *Regular*
- steal *Irregular*
- arrive *Regular*

Task 15

Identify the different elements (past, present, modal, perfect, progressive, passive) underlined in the following verb phrases.

1. I was hoping to see you.
Past continuous
2. They might have got home by now.
Modal Past Perfect?
3. We have tried to help.
Present Perfect

4. They were being questioned at length.
Past Continuous Passive
5. I saw it coming.
Past simple
6. This time next week you will be lying on a beach.
Future continuous

Task 16

Identify the tense names of the underlined verbs in the following sentences. You will most likely need to refer to a grammar reference book to help you.

1. I am having a really good time.
Present Continuous
2. We stopped doing that years ago.
Past Simple
3. She lives somewhere near here.
Present Simple
4. We had been for a drink before we met him.
Past Perfect
5. These computers are made in China.
Present Continuous
6. You will have been here for 2 days by then.
Future Perfect
7. It happened as I was driving home.
Past simple; past continuous
8. I have been feeling unwell for a while.
Past Perfect Continuous?

Task 17

The following examples of language contain different tenses which are underlined. The name of the tense is also given. Decide what the time reference of each example is and remember that the time reference may not match the tense name.

1. The sun was shining brightly in the sky. (past progressive) *Past*
2. They'll have finished work on the bridge by then. (future perfect simple) *Future*
3. She's been working in the garden all morning. (present perfect progressive) *Present*
4. Have you got a minute? I was wondering whether we could have a word. (past progressive) *Hypothetical*
5. They own most of the land around here. (present simple) *Present*

Task 18

- What auxiliary verb is used to create the present progressive?
Be
- What is the form of the lexical verb of the present progressive?
—ing

Task 19

Look at the following mini-dialogues below and decide the time reference or use of the underlined examples of the present progressive.

A: How about going to a movie this evening?

B: I can't. I'm meeting Judy for a drink. *Future*

A: Where's Tony?

B: I don't know where he's got to.

A: He's always running late. *Present*

A: It was late at night and dark and I was on my way back to the hotel. Suddenly, I find I'm walking down the street all on my own and I can hear the sound of footsteps ... *Past continuous*

Task 20

What is the problem with the following examples?

1. He's having a brother and a sister.
Uses continuous, should be simple
2. I'm liking this ice cream.
Uses continuous, should be simple
3. What are you thinking of your new job?
Uses continuous, should be simple
4. This sauce is lacking salt.
Uses continuous, should be simple

Task 21

Make a list of what extra information dictionaries can provide about words apart from the meaning. It would be a good idea to refer to a dictionary to help you.

- *History of the word*
- *Multiple meanings, ambiguity*
- *Verb/noun forms*
- *Vulgarity/formality*
- *Specialised uses e.g. "acute" in medicine*

Task 22

In the following sentences, there is a vocabulary error of some kind. Identify and describe the problem.

1. He's the highest person in the family by more than 2 centimetres.
Tallest is used for people
2. I think I'll go to bed now. I'm feeling a little enervated.
Correct meaning but very elevated term for it
3. It is an extremely good essay. The ideas in it are original and pretentious.
Pretentious is a negative term not a positive one
4. Her grandfather gave her a loving slap on her face.
Either 'loving' or 'slap' is wrong because a slap is violent
5. Every day I like to go footing after work. It's good exercise and it helps me to relax.
'Footing' is an obscure word but the user clearly thinks it means 'walking'

Task 23

In the following sentences, you can find the following examples of collocation:

2 verb-noun collocations;

1 verb-preposition collocation;

1 adjective-noun collocation;

3 adverb-adjective collocations.

Underline and identify these different examples. Note: some sentences contain more than one collocation.

1. Not only was he nice, but he was also strikingly handsome (*adverb-adjective*).
2. After he got up, he made his bed (*verb-noun*) and did some housework (*verb-noun*).
3. It was absolutely fabulous! (*adverb-adjective*)
4. They both really depend on. (*verb-preposition*) each other.
5. Their farewell at the airport was highly emotional (*adverb-adjective*).
6. She was caught in a vicious circle (*adjective-noun*).

Task 24

Match the terms 1-3 with the definitions A-C.

1. stress— *B. giving emphasis to one syllable*
2. phoneme — *C. an individual sound*
3. intonation — *A. the music of our voices*

Task 25

Match the problems 1-3 with the outcomes A-C.

1. an individual sound is mispronounced
B. the listener might understand "bin" when the speaker wanted to say "pin"
2. a request is made with very flat intonation
C. the speaker can sound arrogant and demanding
3. the wrong syllable is stressed in a word
A. the word is incomprehensible

Task 26

What are these words?

1. *There*
2. *South*
3. *Language*
4. *Peaceful*
5. *Young*
6. *Call*
7. *Search*
8. *Equation*
9. *Sugar*

Task 27

Where does the stress fall on the following words?

1. *guarantee*
2. *cavalry*
3. *mechanisation*
4. *language*
5. *retreat*

6. *speculative*
7. *success*
8. *balance*
9. *identity*
10. *articulate* (adjective)

Task 28

1. Mark the main stress on the words in the following 'word family'. Why do you think non- native speakers often experience problems with these words?

photograph photography photographer photographic

2. Mark the stress in the following pairs of words. Can you identify a pattern?

to *record* / a *record*

to *increase* / an *increase*

to *present* / a *present*

to *import* / an *import*

The pattern is: second-syllable stress for the verb, first-syllable stress for the noun

Task 29

Underline the /ə/ in the following words:

mother forget announce tonight notable mention patrol indicative

Task 30

Think of all the texts you have read so far today and comment on the way in which you have read these texts.

- *Text messages from a friend — read carefully*
- *Social media posts — skimmed most, read some carefully*
- *Google search results — skimmed for the right one, scanned it*
- *Prices in a supermarket — scanned quickly*
- *Messages on screen at the checkout — scanned quickly*
- *This course task — read carefully*
- *Academic paper — read some carefully, skimmed some*

Task 31

Below are some different text types. Think about which of the above reading sub-skills we would use to read these texts.

1. An academic article we need to read for an essay we are writing.
Detailed
2. A telephone directory.
Scanned
3. The editorial of a newspaper on a topic we care about a lot.
Gist
4. An advertisement for a job that might be suitable.
Inference?

Task 32

When people read in a language that is not their first language, they often forget to use appropriate language skills ... etc — What problems are there with this way of reading?

- *Slow*
- *Distracting*
- *Misinterpretation when words have multiple meanings*
- *Translating to their language word by word instead of concept by concept*

Task 33

• Make a list of reasons why you think non-native speakers might find listening more challenging than reading.

- *Only get one chance to hear it*
- *Speed*
- *Accents*
- *Colloquialisms*
- *Individual voice differences*

Task 34

• Think of three different situations in which you listened today. Make a note of who you were listening to, your motivation for listening and describe how you listened.

1. *Podcast: for entertainment, listened casually*
2. *Supermarket checkout: needed to know what to do where to go, listened very carefully*
3. *Family member asking a question: it interrupted me, had to ask them to repeat*

Task 35

Match the above listening sub-skills to the following listening texts.

1. A lecture for a course you are taking at university.
Intensive
2. A sales pitch for a computer that doesn't really interest you. However, you are at work and you can't just walk out.
Skim
3. Announcements at a train station when you are waiting to hear the time of the next train to your destination.
Scan
4. Instructions from your boss for a new task that is critical for your job.
Intensive
5. An interview with someone who is famous and whose political opinion you would like to find out about.
Gist
6. A radio programme on a topic that is mildly interesting for you.
Skim

Task 36

• Think about this disparity between 2 years' study of a language and a lack of ability to speak. Why do you think this happens?

- *Original teacher not confident/reliable*
- *Lack of real life examples*
- *Absence of feedback from native speaker*

- *Lack of practice*

Task 37

Look at the following examples of learner language and decide whether the student has managed to communicate successfully or not.

1. Could I please have a ...? (learner gesticulates, indicating he is unsure of the word)
Yes
2. You come my house tonight? (said with rising intonation)
Yes
3. Yesterday good time. Next week we see, no? (learner smiles)
No
4. A: How long have you been in New Zealand?
B: I stay here 5 weeks.
No

Task 38

Decide if the following descriptions of conversations are transactional or interactional.

1. You ask a colleague if s/he would mind helping you with something.
Transactional
2. You offer to collect your neighbour's mail while s/he is away on holiday.
Interactional
3. You comment on the weather to an acquaintance at a bus stop.
Interactional
4. You visit a friend and spend time admiring and talking about his/her garden.
Interactional
5. You participate in a university group tutorial that is useful for an essay you are writing.
Transactional
6. You go out with your boss and other colleagues for a drink and a chat after work.
Interactional

Task 39

Make a list of reasons why you think speaking fluency practice could help learners' language development.

- *Repetition*
- *Confidence*
- *Dealing with the unexpected*
- *Mutual help or discussions*
- *Deciding to ask the teacher if unsure*

Task 40

Which of the following characteristics would you associate with spoken language (S) and which with written language (W).

1. Includes gesture and facial expression to back up the message.
Spoken
2. Uses punctuation to make the content easier to understand.
Written
3. Includes hesitation devices and fillers such as 'yeah', 'umm', 'ah' etc.
Spoken
4. The communicator usually gets immediate feedback from the person they are communicating with.
Spoken

5. Is usually pre-prepared, although e-mail and text messages often are not.
Written
6. Uses pauses, stress and intonation to show where ideas begin and end.
Spoken
7. Is spontaneous and planning usually takes place in the moment of communicating.
Spoken
8. Suggests that meaning is static in the communication, although open to interpretation.
Written
9. The communicator may never find out what the person he is communicating with thinks of his message.
Written
10. Includes headlines, different type sizes and colours to enhance the content.
Written
11. Is usually smooth-flowing.
Written
12. Involves negotiation of meaning between the communicator and the person they are communicating with.
Spoken

Task 41

Look at the learner errors in the sentences below. Identify the mistakes and try to decide why the learner made these mistakes.

1. She through the ball hard so it hurt when I court it.
Phonetic match: right sound but wrong word
2. My brther livs in Swedn.
Missing vowels. Native language treats vowels differently, maybe Arabic
3. However, hard I try it never works.
Punctuation is wrong; student is trying to hard and thinks every sentence needs it
4. first of all he invited me to sit down after that he offered me a coffee I was very surprised by his politeness
Punctuation is missing; student transcribes directly from spoken content

Task 42

1. Look at the samples of learners' writing below and identify the difficulties encountered by these learners and other learners whose first language do not have a Roman script.
Case, punctuation, orthography, text direction
2. Suggest some activities that teachers can use to help students to develop basic writing skills.
Copying samples, repetition, using pencils rather than pens for more freedom/relaxation, viewing samples, class discussion of text with problems to see which they can spot.

Task 43

Below are some extracts from lesson plans. Decide which part of the lesson plan (1-7 above) they may come from.

Extract

- I'd like to smile more and create a better rapport today.
Personal
- Students ← Students in pairs
Interaction
- By the end of the lesson students will be able to use a range of adjectives to describe someone's personality.
Lesson aim
- Teacher hands out text and gives a different set of questions to each group.
Procedure
- Some students may find the pronunciation of several words quite difficult. I must make sure I use lots of repetition.
Anticipated problem
- To get students interested in the topic of the listening text.
Stage aim

Task 44

1. Published coursebook
f. Developing students' language and skills in a structured way and allowing them to review at home
2. Cassette or CD player
g. Developing students' listening skills with specially prepared or real materials
3. Newspapers in English
b. Developing students' ability to read real texts
4. Internet
e. Finding information on a particular topic area and developing reading skills
5. Overhead Projector (OHP)
i. Showing pre-prepared work on a large screen for clarity
6. Whiteboard
h. Writing down new words for students to focus on, making the form, meaning or pronunciation features of a language area clear
7. TV/radio
d. Developing students' ability to listen to authentic speech
8. Teacher's own materials
c. Giving students work which can be tailored to their individual needs
9. Dictionaries
a. Encouraging students to expand their vocabulary and to find out about new words on their own

Task 45

Below are some instructions given by teachers. In each case the group of learners had difficulty following the instructions. For each one write:

- Why do you think the difficulty occurred?
 - How could you give the same instruction in a more effective way?
1. Jot that down.
"Jot" is an obscure/slang word: use "write"
 2. I wonder if you'd mind just looking at question number 4 and then if you could just answer it.
Over-complex over-formal speech: speak more directly
 3. I'd like you to read the text on page 4 and answer the first three, then compare your answers with the person next to you. After that write a short summary of the story and discuss this with your partner.

Too much instruction in one piece: give instructions as needed or pause longer between them

4. Look at the question at the bottom of the page and think about an answer.
Not specific enough: say "read" the question, say "prepare" or "write" an answer

Task 46

Imagine you are the teacher of the students who made the comments below. How would you respond to them?

1. I don't want to work in a group because I will only learn mistakes from other students.
You can always check with the teacher/book or put your hand up if you think it's not right; the teacher will come around and listen to make sure
2. I wish you could translate more words into my language.
You can always do that on your own time, but this is how we teach everyone and we know it works best
3. Please don't ask me to work with that student. I don't like people from her country.
All students are equal here and it's not acceptable to disrespect anyone; you don't have to like someone to learn from them
4. Could we just talk in class and not use any books?
There are classes like that, they're called conversation classes but that's not what we do here; we need to read books to get our qualification; you need to read English texts to function in Australia

Task 47

Below is a description of an activity you might use in a language learning classroom. Read it and describe:

- how you would arrange the classroom to carry out the activity (position of desks, chairs, students and teacher)
- what resources you could use to make the activity more effective (pictures, real objects, handouts, music, etc.)
- any problems about the organisation of the activity that you could anticipate.

Half of the students will play the role of assistants working at an information desk etc.

- *Sit the students back to back so they can hear each other but not see;*
- *Have them pretend to use actual phones*
- *Give the students a script*
- *Have something unexpected in the script, i.e. the call drops out and you have to call back*
- *Play a sound like a car going past so they have to repeat*
- *Prime a student to ask for things to be repeated, or repeated louder*
- *Problems: students might laugh or enjoy the exercise too much? Students might actually get frustrated with the fake call problems in real life; students might have experienced things like this before and recall their feelings of inadequacy*

Task 48

You notice that your students have been confusing certain areas of language. You decide to have a lesson focusing on these different areas. Describe how you would make the differences clear to your students. Try to avoid long explanations and use as many different ways as possible (pictures, stories, diagrams, miming, etc).

• Different meanings

1. Slim / thin
Emphasise that one is positive, the other negative/neutral with facial expressions, thumbs up/down (may need to explain, check gesture isn't rude)
2. To wink / to blink
Act it out
3. I used to get up early / I am used to getting up early
Draw timeline on board
4. Nervous / upset
Act it out, draw facial expressions on board
5. 4 weeks ago / 4 weeks before
Draw timeline on board

• Different pronunciation

6. I do it / I'll do it
Exaggerated facial expressions/lip movements
7. Read (present tense) / read (past tense)
Exaggerated and long-drawn out sounds
8. Put / putt
Exaggerated facial expressions/lip movements
9. Record (noun) / record (verb)
Exaggerated and abrupt sounds
10. Live (verb) / live (something happening now)
Exaggerate the difference between the short and long vowel sounds; give example sentences and make students do the exaggerated sounds

Task 49

Below are descriptions of two activities used by teachers. In 1 the teacher was trying to develop students' reading skills; in 2 the teacher was trying to develop the students' speaking skills. Neither activity was very successful. Read the descriptions and:

- explain why you think the activities were not very successful in developing the students' reading/speaking skills
- describe two activities (one for reading, one for speaking) that you think would develop those skills.

1. Reading

The teacher explained that the text was about looking after the environment. The text was handed out and each student was asked in turn to read parts of the text aloud. They were all able to do this. Then the teacher asked some questions about the content of the text. Only one or two students were able to give an answer. One student said that he hadn't understood anything in the text and most of the other students agreed.

Splitting it up meant that people concentrated only on their part; text was too complex; text went by too quickly

Better: Teacher reads the whole thing or plays audio, more than once if necessary and asks the class if they need help with any unfamiliar words etc.

2. Speaking

The teacher wrote the topic 'Living in the city' on the board and said this would be the topic of today's discussion. The class were asked to give their opinions. One student said he didn't like living in the city and another student said he did. These two students had a brief discussion while the other students listened. The teacher asked some of the other students their opinion, but none responded with more than the fact that they agreed/disagreed. The teacher decided to abandon the discussion. The students said they would be happy to write something about it for homework.

Maybe the two who spoke used up most of the arguments? Or the more confident students dominated the class? The teacher didn't manage their conversation, just let them talk without probing for better wording.

Better: Let everyone have just one statement then move on to asking another student; if a student just says they like or don't like, ask them why and probe for a reason. Frame the discussion not just as "living in the city is good or bad" but as "my thoughts on living in the city" or "my experience living in the city"

Task 50

Consider how the following form part of a teacher's professionalism:

- confidentiality
- setting standards
- record keeping
- pastoral care
- cultural awareness
- punctuality
- assessment
- team work
- self-development
- course planning/review
- curriculum development
- relationship with students
- school/college policies and rules (including equal opportunities and health and safety)
- membership of/contribution to professional bodies
- ESOL and teacher training research and development world-wide

[No specific answer required?]