

# Celta pre-course task assignment



**ASSIGN  
BUSTER**

CELTA Pre-course task sheet Section 1 – Learners and teachers, and the learning and teaching context A – Teaching and learning contexts Task 1 1. Lesson in groups, Multilingual & Open groups, full time course, mixed ability & gender groups, day classes, smaller classes, teachers with English speaking background 2. One to one lessons / lessons in groups, monolingual groups, closed / open groups, fulltime / part-time course, mixed / similar ability groups, mixed / same gender groups, large / smaller classes, day / evening classes. B – The learners' cultural, linguistic and educational backgrounds

Task 2 1. Teaching English to adults is an challenge in terms of establishing learning contexts, refining teaching styles, planning relevant lessons, overcoming probable individual / group learning issues for diverse groups of people. The challenge will also be to overcome pre-conceived speaking and writing habits. 2. As an adult, I primarily bring in 15 years of facilitation / teaching experience with diverse groups of people (corporate employees, villagers, foreign travelers etc) and environments in outdoor training / adventure travel and other business sectors.

These experiences would help me in establishing learning context for people with differing backgrounds in languages, academics, socio-economic levels, ages etc. 3. Characteristics of Adult learners • Established language habits • Probable group learning issues • Established learning style comfort • Probably self motivated • Mixed backgrounds • C- Motivation Task 3 1. Context, motivation, academic and professional backgrounds, interests, probable learning styles and disabilities 2. By reviewing the application form,

pre-course tasks and interviews, ongoing assessment to further refine the lesson plans

Task 4 1. “ Because of pressure from family” – probable lack of self – motivation D – The qualities and skills of a good language teacher Task 5 1. The top five qualities the learners would probably rate high would be • Has a sense of humour • Is approachable • Gives clear information and feedback • Is sensitive to learners as people • Can be authoritative without being distant Section 2 – Language analysis and awareness A – Grammar Task 6 – Technical, difficult, mysterious, revealing Task 7 The sentences 3, and 5 are incorrect

The correct sentences are 3. He often comes late 5. May I have a black coffee, please? Task 8 • To be able to explain the language rules accurately to the learners • To correct the learner’s mistakes with clear reasons • To be a role model for the students Task 9 1. Pronoun 2. Article 3. Conjunction 4. Adverb 5. Adjective 6. Verb 7. Pronoun 8. Preposition 9. Verb 10. Noun Task 10 1. Lexical 2. Lexical 3. Auxiliary 4. Auxiliary 5. Auxiliary 6. Lexical Task 11 1. Auxiliary 2. Auxiliary 3. Auxiliary 4. Lexical 5. Lexical 6. Lexical 7. Auxiliary . Auxiliary Task 12 1. C 2. E 3. B 4. A 5. D Task 13 1. Past tense form 2. -ing form 3. 3rd person – present simple tense 4. Base form 5. Past participle form Task 14 1. Hear Past form – Heard Past participle form – Heard Regular 2. Do Past form – did Past participle form – did Irregular 3. Help Past form – Helped Past participle form – Helped Regular 4. Think Past form – Thought Past participle form – Thought Irregular 5. Take Past form – Took Past participle form – Taken Irregular 6. Steal Past form – Stole Past participle form – Stole

Irregular 7. Go Past form – Went Past participle form – Went Irregular 8. Drink Past form – Drank Past participle form – Drank Irregular 9. Arrive Past form – Arrived Past participle form – Arrived Regular Task 15 1. Past progressive 2. Past modal 3. Present perfect 4. Present progressive active 5. Present perfect 6. Present progressive Task 16 1. Present progressive 2. Past 3. Present 4. Past perfect progressive 5. Present perfect 6. Future perfect 7. Past perfect 8. Present perfect progressive Task 17 1. Present 2. Future 3. Past 4.

Present 5. Present Task 18 1. Auxiliary verb – Is 2. Lexical Verb – -ing form Task 19 1. Future 2. Present 3. Past Task 20 1. The sentence is present progressive but refers only to the present fact about having a brother and a sister with no progressive aspect to it. 2. The sentence is past progressive but refers to the fact that the speaker is eating the Ice cream and liking it in present 3. The sentence is present progressive, but the questioner is asking about present opinion about the new job with no progressive aspect to it. 4.

The sentence is present progressive, but the speaker is referring to the fact of the sauce lacking salt in present time as definite opinion, without any progressive aspect to it. B- Vocabulary Task 21 – Word classes, meanings, phonology (stressed and unstressed factors), derivations Task 22 1. The usage of the word ‘ highest’ is not usually used when describing a person. The correct the word to be used would be ‘ tallest’ 2. The usage of the word ‘ tired’ instead of ‘ enervated’ would have been more simpler and direct. 3. The usage of word ‘ pretentious’ is incorrect as it describes a erson being pretending to be more than he / she is. 4. 5. The usage of the word ‘ footing’ is incorrect, as it usually means to have a foundation or a place where put

your foot. The correct word would be 'walking' Task 23 1. Not only was he nice, but he was also strikingly handsome 2. After he got up, he made his bed and did some housework 3. It was absolutely fabulous 4. They both really depend on each other 5. Their farewell at the airport was highly emotional 6. She was caught in a vicious circle C- Phonology Task 24 1. B 2. C 3. A Task 25 1. B 2. C 3. A Task 26 . The 2. South 3. Language 4. Dkl 5. Young 6. Cool 7. Kjlq 8. Equation 9. Sugar Task 27 1. Guarantee 2. Cavalry 3. Mechanisation 4. Language 5. Retreat 6. Speculative 7. Success 8. Balance 9. Identity 10. Articulate Task 28 1. Word family • Photograph • Photography • Photographer • Photographic 2. • To record / a record • To increase / an increase • To present / a present • To import / an import Whenever the word is used as a noun the first part of the word is stressed and whenever it is used as a verb the second part of the word is stressed. Task 29 1. Mother 2. Forget . Announce 4. Tonight 5. Notable 6. Mention 7. Patrol 8. Indicative Section 3 – Language skills, reading, listening, speaking and writing A – Reading Task 30 • Short stories / novels – fast reading with an objective of understanding the writer's message • Question paper / rules and regulation – Detailed and careful reading • Timetables / Schedules / List of names – Rapid reading searching for specific information • Advertisements / promotional mailers – gist reading Task 31 1. Read to infer 2. Scan reading 3. Intensive / detailed reading 4.

Skim / gist reading Task 32 1. Some problems would be • Both the reader and the probable listener are likely to lose the thread of the text • Misunderstanding the text, as actual word meaning from the dictionaries may be different from the contextual meaning. B – Listening Task 33 •

Speaker's accent • Too fast – As the non-native listeners usually take time to listen and translate individual or group of words individually Task 34 1.

Situation 1 – At a friend's house for lunch • Conversation – Between the friend and his wife about lunch preparation • Motivation – Hungry How did I listen – Scan listening 2. Situation 2 – In car, while driving • Conversation – Between the two friends about plans for the movie • Motivation – Disinterested as I already had different plans • How did I listen – Gist listening 3. Situation 3 – At home • Conversation – Between parents about the death of a close family member • Motivation – Interested due to personal relation • How did I listen – Intensive listening Task 35 1. Intensive listening 2. Gist listening 3. Scan listening 4. Intensive listening 5. Listening to infer meaning 6.

Gist listening C- Speaking Task 36 • Lack of situations for oral practice, outside of the limited classroom sessions Task 37 1. May be 2. Yes 3. May be 4. No Task 38 1. Transactional communication 2. Transactional communication 3. Interactional communication 4. Interactional communication 5. Transactional communication 6. Interactional communication Task 39 • Increase in learner's confidence • Oral practice • Immediate feedback D- Writing Task 40 1. S 2. W 3. S 4. S 5. W 6. S 7. S 8. W 9. W 10. W 11. W 12. S Task 41 1. She through the ball hard so it hurt when I court it Usage of the words ' through' instead of ' threw' or ' court' instead of ' caught'. The learner is probably confused by the pronunciation similarities • Usage of the word ' so' (degree adverb), which has been incorrectly used after the adjective. The learner is unsure about the grammar • No commas to differentiate between the two coordinate clauses. The learner is unsure

about the grammar. 2. My brther livs in swedn • Misspelling the words like brother, lives, Sweden. The learner is probably writing as per the pronunciations, where the alphabet 'o' in brother, 'e' in lives and Sweden are silent. . However, hard I try it never works. • The comma is incorrectly placed after the adverb 'however', instead of after the word 'try'. The learner is unsure about the grammar 4. first of all he invited me to sit down after that he offered me a coffee I was very surprised by his politeness • The word 'first' should start with upper case letter 'F' • No commas to separate the subordinate clause. • No full stop or semi-colon between two sentences. The first sentence ends at the word 'coffee'. Task 42 1. In the postcard A, the writer seems to have repeated incorrect letter formation for 's'.

In the postcard B, the writer has made spelling mistakes, inconsistency in usage of upper case and lower case letters, incorrect full stops. 2. Some writing practice activities could be • Copying from the well written text • Comparative study of individual written texts within the learner's group. • Cooperative writing assignments Section 4 – Planning and resources A – Planning and preparation Task 43 a. Personal aim b. Interaction pattern c. Lesson aims / learning outcomes d. Procedure e. Anticipated problems and solutions f. Stage aim B – Resources 1.

Developing students' language and skills in a structured way and allowing them to review them at home 2. Developing students' listening skills with specially prepared or real materials 3. Developing students' ability to read real texts 4. Finding information on a particular topic area and developing reading skills 5. Showing pre-prepared work on a large screen for clarity 6. Writing down new words for students to focus on, making the form, meaning

or pronunciation features of a language area clear 7. Developing students' ability to listen to authentic speech 8.

Giving students' work which can be tailored to their individual needs 9.

Encouraging students' to expand their vocabulary and to find out new words on their own. Section 5 – Developing teaching skills and professionalism A –

Developing teaching skills Task 45 1. Jot that down • Usage of the

uncommonly used word ' jot' • Please write this down 2. I wonder if you'd mind just looking at question number 4 and then if you could just answer it. •

Complicated long sentence, lack of comma between the coordinate clauses •

I wonder if you'd look at question number 4, and answer it 3.

I'd like you to read the text on page 4 and the 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 • Confusing whether the person next to you and the said partner in the second sentence are same or different people. Although it is implied that the ' first three' refers to the questions, in a learners context, it would be more clearer to say ' first three questions' • Please read the text on page 4, answer the first three questions and compare them with the person next to you. . Look at the question at the bottom of the page and think about an answer • Unclear as to which question no at the bottom of the page. • Look at the question no 7 at the bottom of the page and think about an answer. Task 46 1. Being a part of the group also means that you will be part of a group process with constant give and take of feedback from each other, accelerating your and other students' learning. 2. I agree that we can dedicate certain part of our class time to translation of words into your language, provided everyone else in the group



agrees with this change. . Discrimination is any form is not allowed in this classroom / learning environment and I would appreciate it if you keep aside your personal negativity about her country and try to see her as a classmate.

4. Both talking and taking books plus other available resources are necessary for a comprehensive learning environment for all students. Task 47 1. The classroom would be divided in three sections • 50 % into circulation and sitting area for the students seeking information. • 10 % General information display board (soft-board) and handout collection section. 10 % to the token collection area. • 30 % for 3 to 4 colour coded information desks with 2 student assistants each with at least one student in reserve for rotation. The students can study the displayed information, collect the handouts and colour coded / numbered tokens, go back to their seat, study their preferences and wait for their number / colour to be called by respective information desks. There would be 10 minutes start up waiting period, before the first numbers are called, giving them time to study the handouts.

The teacher should be free floating to observe the process at any point. All student assistants will be well versed in details about all courses and can replace any other at any point of time for rests / breaks etc. Task 48

Different meanings 1. Slim / thin • Aural description – A person described as slim would have a thin but healthy body, whereas a person described as thin would probably be underweight and unhealthy. • Visual description – Show actual images • Kinesthetic description – Not required 2. To wink / to blink Aural description – Winking is voluntary, directed at someone in particular and happens when you close and open one eye, whereas blinking is

involuntary and is a resting mechanism for our eyes. • Visual description – Not required • Kinesthetic description – Ask students partners to observe each other eyes for 1 minutes and also to wink at each other. 3. I used to get up early / I am used to getting up early Aural description – I used to get up early describes my action in the past and I am used to getting up early describes it as a present habit.

Give examples of usage of both in different sentences and invite few students for more • Visual description – Not required • Kinesthetic description – Not required. 4. Nervous / Upset • Aural description – A person described as nervous implies anxiety, low confidence, hesitant etc, whereas the being upset could describe a person in anger, tears or screaming at someone. • Visual description – Not required • Kinesthetic description – Demonstrate both physical states by miming. 5. 4 weeks ago / 4 weeks before. Aural description – Both refer to the time in the past, where the word ‘ ago’ describes the action 4 weeks ago from present, whereas the word ‘ before’ describes the action 4 weeks before at any point in the past. Give examples of usage of both in different sentences and invite few students for more. Example – I went to Pune 4 weeks ago / My passport was delivered 4 weeks before the expected date. • Visual description – Show a diagram • Kinesthetic description – Not required Different pronunciations 6. I do it / I’ll do it

Aural description – Speak both the sentences correctly and explain the usage of apostrophe to replace letters in contracted forms. Visual description – Write down both sentences and use both words (I and will) separately in the second sentence. Write more words and ask for contracted forms using

apostrophe. Kinesthetic description – Not required 7. Read (present tense) / read (past tense) Aural description – Say the words aloud with exaggeration on stressed syllables Visual description – Illustrate by underlining the stress factors 8. Put / Putt

Aural description – Explain the difference in meaning of how put is an action of putting something in or on etc and putting is a action attributed specifically to golf. Illustrate by giving examples of similar word usage like meet / meat etc Visual description – Illustrate underlining the stress factors Kinesthetic description – Could illustrate both actions by mimicking. 9.

Record (noun) / record (verb) Aural description – Explain the difference by describing the object ‘record’ and the action of recording. Visual description – Can show samples of both Kinesthetic description – 0. Live (verb) / live

(something happening now) Aural description – say aloud both words with exaggerated stress factors Illustrate by giving examples of similar word usage Visual description – Illustrate underlining the stress factors Kinesthetic description – Task 49 1. Why did the activities fail? • Reading – The activity failed because of lack of visual and kinesthetic cues for students with differing learning styles and only the students who probably understood the text and could answer were the ones who had strongly developed aural learning style. Speaking – The teacher failed to make sure that the students understand the subject by giving examples, showing some visuals etc.

Secondly students should have been given some time to assimilate the data and form opinions 2. Describe two activities • Reading – Enacting a small drama / skit • Speaking – An joke competition, where the students are invited to tell the jokes to other students using aural, visual and kinesthetic

styles and are evaluated based on their performance. C- Professionalism

Task 50 Confidentiality – Keeping information about institutional protocols,

course structures and students' data confidential • Setting Standards –

Meeting the institutional standards through your professional behaviour and

teaching practices • Punctuality – Arriving before or on time for committed

classes, meetings etc • Course planning / review – Planning the course

according to the institutional guidelines and as the learner's context •

Record keeping – Documenting all lesson plans, self evaluation, keeping day

to day journal of major events etc • Assessment – Open to self, peer group,

supervisor and external assessment • Curriculum development – Being an

active part of curriculum development process as required. • Pastoral care

Team work – Working with other tutors / teachers towards a common goal •

Relationship with students – Approachable, authoritative but distant, being a

role model, sensitive to their backgrounds and motivations • Cultural

awareness – Taking efforts to learn about the new culture, language,

traditions and being aware of the same. • Self-Development – Studying,

researching, updating and upgrading your language skills. • School / college

policies and rules – Understand them thoroughly and follow rigorously if you

decide to join the said school / college • Membership of / contribution to

professional bodies – For better networking in peer groups and keeping

yourself updated through attending seminars, events organized by these

bodies • ESOL and teacher training research and development world-wide –

For study / research and contribution