



# CELTA

## Pre-Course Task

## Answer Key



## Section 1 Learners and Teachers, and the Teaching and Learning Context

### Answers

#### Task 2

Adult learners often bring:

- reasons for learning
- specific goals
- expectations
- successful and unsuccessful past learning experiences
- rich life experiences
- attitudes to learning, the culture and the language
- ideas about the role of the teacher and learner
- certain aptitudes
- developed literacy and thinking skills
- personal characteristics
- self-discipline
- values and beliefs
- an ability to reflect on their learning
- learning styles
- varying levels of confidence and self-esteem
- different levels of motivation
- anxieties
- status or 'face'.

#### Task 3

1. You usually find out about:

- their job or studies
  - their language learning experience up till now
    - how long
    - how often
  - what language learning activities they are used to doing
  - the level of books they used or the level of the class they studied in, if any
  - how much they enjoyed learning English
  - the reasons they are learning English
  - any specific goals
-

- particular language or skills that they need (See Unit 3 on Skills)
- the length of time they are going to stay in the school/college
- what they expect of their course
- what makes them comfortable when learning
- their interests and hobbies.

2. You can find out about learners by:

- looking at any interview notes made during placement tests, if they were interviewed
- having personal interviews in the first few days
- giving the learners a questionnaire
- asking the learners to interview each other and then write up the information on a poster
- asking the learners to write about themselves in a letter of introduction to you or a brief autobiography
- talking to their previous teachers if they are just moving into your class
- looking at any records kept on them in the school/college (If you go to a school/college where no records are kept, start keeping records like the profiles above and suggest that the school/college does so, if you can.)

You can use the points in the previous tasks to write the questions for your interview or questionnaire, or to give the learners a framework for what to write about.

#### **Task 4**

The challenge comes when learners are unsure of their goals, have been told by parents or employers that they have to do the course, or they have to do the course because the next course or their job demands it, and they have no interest in the language or the culture. What seems to be critical in motivation is the strength of the motivation.

#### **Task 5**

This will vary from class to class. Learners filling in feedback forms or questionnaires often say they like teachers who:

- are friendly and kind
- have a good sense of humour
- explain clearly
- have patience
- know their subject.

## Section 2 Language Analysis and Awareness

### Task 6

There is no answer to this task. Often native speakers find the idea of the grammar of their own language overwhelming. This might be because they were never taught it at school or, if they were, they were taught it badly. People who have studied a second language may have more awareness of grammar, but they might only know the terminology in their own language. Those who have studied linguistics at university might feel more comfortable with grammar.

### Task 7

1. Correct
2. Incorrect – I went to the movies last night.
3. Incorrect – He often comeses late.
4. Correct
5. Incorrect – Can I have a black coffee, please?
6. Incorrect – People with 12 items or fewer can queue here. (Although the incorrect version is commonly used – for example in supermarkets – and fewer people are using ‘fewer!’)

### Task 8

The key reason here is that teachers need to be able to help learners with their language and having explicit knowledge of language is necessary in order to do this as completely and as efficiently as possible. If a learner produces an incorrect utterance, a teacher not only needs to give a correct model, but should also be able to go on and say why the learner’s version was incorrect. This is only possible if we know the grammar and terminology.

A second reason concerns learners’ expectations. We expect a mathematics teacher to know about mathematics. Likewise, an English language teacher should know about language.

Most coursebooks and many syllabuses in schools include a specific focus on grammar on a reasonably regular basis. In order to be able to interpret and deliver lessons from these resources, we need to develop grammatical knowledge.

### Task 9

- |                              |                             |
|------------------------------|-----------------------------|
| 1. subject pronoun           | 6. modal auxiliary verb     |
| 2. indefinite article        | 7. demonstrative determiner |
| 3. co-ordinating conjunction | 8. preposition              |
| 4. adverb of degree          | 9. verb                     |
| 5. adjective                 | 10. noun                    |

### Task 10

- |              |              |
|--------------|--------------|
| 1. lexical   | 4. auxiliary |
| 2. lexical   | 5. auxiliary |
| 3. auxiliary | 6. lexical   |

### Task 11

- |              |              |
|--------------|--------------|
| 1. lexical   | 5. lexical   |
| 2. auxiliary | 6. lexical   |
| 3. auxiliary | 7. auxiliary |
| 4. lexical   | 8. lexical   |

### Task 12

- 1 – c      2 – e      3 – b      4 – a      5 – d

### Task 13

<i>verb form</i>	<i>Example</i>
base form	You have to <u>try</u> harder.
3 <sup>rd</sup> person – simple present tense	She <u>lives</u> not far from here.
past tense form	I <u>worked</u> until 7 o'clock last night.
past participle form	It was <u>handed</u> to me as I was leaving.
- ing form	They've been <u>seeing</u> a lot of each other lately.

### Task 14

<i>Base form</i>	<i>simple past</i>	<i>past participle</i>
hear	heard	heard
do	did	done
help	helped	helped
think	thought	thought
take	took	taken
steal	stole	stolen
go	went	gone / been
drink	drank	drunk

*arrive* and *help* are regular

### Task 15

1. past, progressive
2. modal, perfect
3. present, perfect
4. past, progressive, passive
5. past, simple
6. modal, progressive

### Task 16

1. present progressive/continuous
2. simple past
3. present simple
4. past perfect
5. present passive
6. future perfect
7. simple past; past progressive/continuous
8. present perfect progressive/continuous

### Task 17

<b>Name of tense</b>	<b>Time reference</b>
1. past progressive/continuous	past
2. future perfect	future
3. present perfect progressive/continuous	past up until present
4. past progressive/continuous	present
5. simple present	past, present and probably future

### Task 18

Auxiliary 'be' (am, is are). The *-ing* form is used for the lexical verb.

### Task 19

*I'm meeting* – an arranged appointment in the future.

*He's always running late* – refers to past present and probably future; the utterance describes an annoying habit.

*I'm walking* – refers to past time; the speaker has shifted to the present tense to make the narrative more dramatic.

## Task 20

The lexical verbs in all the examples have a *state meaning*. This kind of verb cannot normally be used in the progressive form. For example, you cannot say 'I'm knowing him very well'. The verb 'know' can only be used in the simple form. Here is a list of some of the verbs which are not normally used in the progressive form (though there are exceptions): want, like, dislike, hate, love, belong, believe, hear, understand, own, seem.

Some verbs may have a state meaning and a 'dynamic' meaning. For example: *What do you think about the weather?* (state meaning – believe). *What are you thinking about?* (dynamic meaning – going on in your mind). *He has long hair* (state meaning – possess). *He's having a party* (dynamic meaning – giving/throwing).

## Task 21

Good dictionaries will usually give information on the following:

- The part of speech of the word; other grammar information e.g. it will say whether a verb takes an object (transitive – T) or not.
- It will provide an example sentence to show the word in context.
- It may suggest what other words this word typically occurs together with.
- It will indicate whether the word is formal or colloquial.
- If relevant, it will probably indicate whether the meaning has a negative or a positive connotation.
- It provides the pronunciation of a word by means of phonemic transcription.

## Task 22

1. *He's the tallest person ...* We use high with buildings and mountains but not with people when referring to physical height.
2. *... feeling a little tired.* 'Energated' feels a little too formal for this context and it is more typically used to describe an activity in its –ing form rather than to describe a feeling or sensation.
3. *... original and clever.* The word 'pretentious' has a negative connotation in English and the sentence suggests that the speaker would like to praise rather than give negative feedback.
4. *... loving touch on the face.* While 'slap' indicates contact between the face and another person's hand, the force of that contact is not generally considered as being 'loving'.
5. *... to go jogging after work.* Footing is a word which has been adopted 'incorrectly' by another language (in this case French). The French for jogging is footing.

## Task 23

Verb-noun: *make + bed; do + housework*

Verb-preposition: *depend + on*

Adjective-noun: *vicious + circle;*

Adverb-adjective: *strikingly + handsome; highly + emotional; absolutely + fabulous*

### Task 24

1. - b
2. - c
3. - a

### Task 25

1. - b
2. - c
3. - a

### Task 26

- |             |             |
|-------------|-------------|
| 1. their    | 6. call     |
| 2. south    | 7. search   |
| 3. language | 8. equation |
| 4. peaceful | 9. sugar    |
| 5. young    |             |

### Task 27

- |                          |                          |
|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |
| 1. guarantee             | 6. speculative           |
| <input type="checkbox"/> | <input type="checkbox"/> |
| 2. cavalry               | 7. success               |
| <input type="checkbox"/> | <input type="checkbox"/> |
| 3. mechanisation         | 8. balance               |
| <input type="checkbox"/> | <input type="checkbox"/> |
| 4. language              | 9. identity              |
| <input type="checkbox"/> | <input type="checkbox"/> |
| 5. retreat               | 10. articulate           |



## Task 28

                                                                   
1. Photograph    photography    photographer    photographic

Non-native speakers find the shifting stress in this word family extremely confusing.

                                                                   
2. to record/a record    to increase/an increase

                                                                   
3. to present/a present    to import/an import

In two-syllable nouns the main stress is on the first syllable. In two-syllable verbs the main stress is on the second syllable.

## Task 29

Motheru    forget    announce    tonight    notable    mention    patrol    indicative

## Section 3 Language Skills: Reading, Listening, Speaking and Writing

### Task 30

There is no answer as such to this task. It is interesting to consider the variety of texts that a person reads in any one day. These can range from billboards to instructions on an instant soup packet; from an e-mail message to a novel you happen to be reading at the moment. And, of course, it includes this task.

### Task 31

1. An academic article - It is likely we would gist read this first to see to what degree it is relevant to the essay. We might then go back and read certain relevant sections in detail for information and/or to infer the writer's point of view on a particular subject.
2. Telephone directory - We would scan this to locate the name and number we are searching for.
3. Editorial - We would probably read this intensively given that it is a topic we care about and we would try to infer the point of view of the writer in relation to that topic.
4. Job advertisement - We are likely to start by scanning the job advertisements section of a newspaper looking for the right kind of job. Initially, we would probably gist read the ad to see if we fit the requirements and, if so, read the ad in detail in order to make a decision about whether to apply or not.

### Task 32

It tends to break the flow of reading and means the reader can lose the thread of the text, thereby compromising comprehension. Compared to reading in your first language, this kind of reading behaviour is artificial and inefficient.

### Task 33

- They cannot control the speed of the text as they can when reading.
- They cannot go back in the text to double-check information before moving forward.
- The speed of delivery may be beyond a level of manageability for them.
- They may not connect the sounds they hear to words they know.
- They have to contend with different aspects at the same time.
- If they listen to a recording, they will have no visual information to help them make sense of the text.

### Task 34

As with task 30 above, the answer will depend on your individual circumstances. You may have listened to the radio, gossip from a friend, a university lecture or a recorded voice mail message.

### Task 35

1. Lecture – You are likely to have listened quite intensively and made notes. At times, you might need to infer meaning from the lecture.
2. Sales pitch – Your lack of motivation probably meant that you only listened for the gist of what the salesperson was saying.
3. Announcements – You would scan listen for your destination, then listen intensively for your departure time.
4. Instructions – The critical nature of the task means that you would listen intensively.
5. Interview – You would be motivated to listen in detail and to infer meaning in order to determine the speaker's political position.
6. Radio programme – If your interest is not strong, then you would most likely gist listen to the interview, unless perhaps you were bored and had nothing better to do.

### Task 36

Study of grammar (and vocabulary) alone is likely to lead to passive knowledge of the language. Most learners need to practise speaking in order to be able to activate what they have learnt. This means that speaking is a skill that involves different strategies. Further, speaking is the only way for learners to have practice of the pronunciation of English. Our rhythm and sounds can be quite challenging for some learner groups.

### Task 37

1. Not very successful – although the learner uses correct grammar, the speaker doesn't know what the listener wants.
2. Successful – the grammar is not correct, but the message is clear.
3. Successful – the same as 2.
4. Not very successful – the answer is ambiguous in terms of whether it refers to past or future time. B might have understood 'How long ...' as referring to the future and their answer may refer to the amount of time left in New Zealand.

### Task 38

- |                  |                  |
|------------------|------------------|
| 1. Transactional | 4. Interactional |
| 2. Transactional | 5. Transactional |
| 3. Interactional | 6. Interactional |

### Task 39

- It gives them practice in the *skill* of speaking.
- It gives them opportunities to put into practice language they have learned (including pronunciation) in a more spontaneous way.
- It gives them practice in the use of communicative strategies, such as paraphrasing when they do not know the exact word or structure and, therefore, makes them more communicatively competent.

### Task 40

- |        |         |
|--------|---------|
| 1. – S | 7. – S  |
| 2. – W | 8. – W  |
| 3. – S | 9. – W  |
| 4. – S | 10. – W |
| 5. – W | 11. – W |
| 6. – S | 12. – S |

### Task 41

1. *through* and *threw* have exactly the same pronunciation despite the difference in spelling.
2. This could be an indicator of general literacy problems or the absence or restricted use of vowels could be related to the fact the writer's first language does not distinguish between the quality of vowel sounds.
3. The writer has 'over-learnt' the punctuation rule about *however* being followed by a comma. This is only the case when *however* is being used to introduce a contrasting idea.
4. The learner has little awareness of the need to punctuate written text. This might be a result of interference from his/her first language.

### Task 42

Holding the pen, writing from left to right, writing on the line, maintaining consistent letter size, differentiating between upper case and lower case, using upper case and lower case appropriately, punctuation, paragraphing, sequencing.

## Section 4 Planning and Resources

### Task 43

- a. Personal aim
- b. Interaction pattern
- c. Lesson aims/learning outcomes
- d. Procedure
- e. Anticipated problems and solutions
- f. Stage aim

### Task 44

Resource	Can be used for
Published course book	Developing learners' language and skills in a structured way and allowing them to review at home
Cassette or CD player	Developing learners' listening skills with specially prepared or real materials
Newspapers in English	Developing learners' ability to read real texts
Internet	Finding information on a particular topic area and developing reading skills
Overhead Projector (OHP)	Showing pre prepared work on a large screen for clarity
Whiteboard	Writing down new words for learners to focus on, making the form, meaning or pronunciation features of a language area clear
TV / radio	Developing learners' ability to listen to authentic speech
Teacher's own materials	Giving learners work which can be tailored to their individual needs
Dictionaries	Encouraging learners to expand their vocabulary and to find out about new words on their own

## Section 5 Developing Teaching Skills and Professionalism

### Task 1

1. Jot down is a phrasal verb. Phrasal verbs have idiomatic meanings which are often difficult for learners to understand. *Write this* would be more effective.
2. The instructions include complicated language '*I wonder if you'd mind just*' is difficult and long-winded. The teacher needs to simplify the language: *Read question 4 and answer it* or maybe even *Answer question 4*.
3. Too many instructions are given at one time. The instructions would be more effective if they were given one by one before the learners needed to complete each stage:
  - a. Teacher instructs "*Read the text on Page 4 and answer questions 1, 2, and 3*".
  - b. Learners read and answer the questions.
  - c. Teacher instructs "*Compare your answers with the person next to you*".
  - d. Learners compare answers.
  - e. Teacher instructs "*Write a short summary of the story, discuss it with your partner*".
  - f. Learners write and discuss.
4. This instruction is ambiguous. Should the learners think or should they answer?

### Task 46

You may need to explain the rationale of some of the classroom techniques mentioned earlier and used in class to learners who have not experienced these techniques before.

### Task 47

There are many different ways of organising the classroom for this activity. One possibility is for the learners who are the assistants at the information desks to be standing behind a desk. The learners who are finding out about courses move from one information officer to another information officer to find out the information they need.

You could use pictures of computers to introduce the topic and to get ideas about the topic from the learners. The learners who are finding out about the different courses could all have different role cards given to them with a person described. They would then find information suitable for the person they have been given during the role play activity. Background music might encourage quieter learners to participate with more confidence.

Learners might be reluctant to move around the classroom. Learners may not have sufficient information to conduct the role play. They will need to be given time to read the role cards and the information provided on the different computer courses. The learners may perform the role play at different speeds, some finishing before others.

## Task 48

There are many different ways of showing learners different meanings and helping them to correct their pronunciation. Here are some examples:

1. Slim/thin – showing pictures of someone who is slim and another person who looks thin and asking the learners questions about which is a positive comment and which is a negative comment
2. To wink/to blink - could be done by showing learners the difference – closing one eye and saying 'wink' then closing both eyes and saying 'blink'.
3. I used to get up early/I am used to getting up early – Show learners a picture of me as a child and discuss the things I did every day that I don't do now including 'I used to get up early', in the past every day. I don't do it now. Discuss some of the things I do every day in my life now, including getting up early. 'I am used to getting up early' – I do it now, every day, it is my present habit, I may find it difficult to get up late.
4. Nervous/upset – mime. Ask learners questions about when they feel nervous and when they feel upset.
5. 4 weeks ago/4 weeks before – lines on the board representing time. Show that 'four weeks ago' refers to a point in time before now, the point of reference is the present. With 'four weeks before' the point of reference is in the past and we are talking about four weeks before an event in the past.

\_\_\_\_\_ ] \_\_\_\_\_ ] Now  
Four weeks ago

\_\_\_\_\_ ] \_\_\_\_\_ ] Past \_\_\_\_\_ ] Now  
Four weeks before

6. I do it/I'll do it – Show learners using my hand (each finger represents a word). I do it – point to three fingers in turn. I'll do it – point to four fingers in turn and show that 'I' and 'will' go together to make 'I'll'.
7. Read (present tense)/read (past tense) – show the different phonemes / i: / for read and / e / for read.
8. Put/putt – show learners the shape of the mouth and lips with each. Show the different phonemes / u / for put and / ʌ / for putt.
9. Record (noun)/record (verb). Use my hands to beat the stress or write the words on the board showing the different stresses marked above the appropriate syllable.
10. Live (verb)/Live (something happening now) Show learners the shape of the mouth when saying these two vowel sounds – closed for live (verb) with lips stretched, and open for live (something happening now). Show the different phonemes / ɪ / for live (verb) and / aɪ / for live (something happening now).

## Task 49

### 1. Reading

There are several reasons why this reading activity may not have been successful. Here are some possibilities:

- The teacher did not attempt to motivate the learners or to create any interest in the topic before

asking them to read the text.

- Reading aloud focused the learners' attention on the pronunciation of individual words and sounds rather than on the content and meaning of the text.
- Learners listening to others reading aloud meant they may not have been able to understand what was being read.
- The teacher did not provide a task to help and to guide the learners towards main areas of content/meaning.
- The learners may not have understood some of the key vocabulary needed to understand the text.

Activities for developing reading skills:

- Encourage a pre-reading class discussion to create interest in the topic.
- Check or teach essential vocabulary before learners read the text.
- Provide questions or another comprehension task for learners to work on while reading the text.
- Allow the learners time to read the text silently and to work on the comprehension task which will guide them towards an understanding of the text.
- Encourage the learners to share their ideas and answers to the comprehension task, allowing them to consolidate their ideas before asking them for answers in class.

## **Task 49**

### **2. Speaking**

It is difficult for teachers to provide equal opportunities for learners to speak in an open class situation; confident speakers tend to dominate open class discussions. Learners often find it difficult to come up with ideas and opinions 'on the spot'. They need time to prepare and may need some input to get them thinking. Pairs or small-group discussions provide more learners with a chance to speak and are less intimidating for less confident learners.

Activities for developing speaking skills:

- Provide some stimulus for the discussion. For example: statements on the topic which learners have to discuss and say their opinions in small groups, or a questionnaire which asks learners to find out the views of their classmates.
- Allow students time to formulate their ideas and opinions before taking part in the discussion.
- Make sure that students have the vocabulary and the language needed to take part in the discussion.

## **Task 50**

Matters relating to professionalism will be discussed during your CELTA course.