

CELTA Application Task 1



1. METHODOLOGY

B. CONVEYING MEANING

6. Why are the 2 following methods for conveying meaning to lower level students not effective?

Method 1: "What does xxx mean?" / "What's a xxx?"

Reasons why this method for conveying meaning to lower level students is not effective:

.....

.....

.....

7. How would you convey the meanings of these words or expressions? Describe a different method for each one. The first one has been done as an example.

Word/expression	What I'd do to convey meaning
Example: a stapler	I'd use realia – I'd have a stapler in the classroom to show the students.
tiny	
to hide	
pitch black	
to start from scratch	

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2. LANGUAGE AWARENESS

Briefly highlight how you would convey to a student the difference in meaning between these pairs of sentences. You can assume that the learner understands the vocabulary in the sentence, so focus on the underlined words.

Example:

Target Language	Meaning of Sentence	Tense Used	Form of Tense (the 'formula' to make the tense)
He'd been trying to phone her before she left the country.	He phoned her more than once before her departure. He probably didn't speak to her.	Past Perfect Continuous	had + been + base verb + ing
He'd tried to phone her before she left the country.	He only phoned once before her departure. He probably didn't speak to her.	Past Perfect Simple	had + past participle

a.

Target Language	Meaning of Sentence	Tense Used	Form of Tense
She speaks Spanish.			
She's speaking Spanish.			

b.

Target Language	Meaning of Sentence	Tense Used	Form of Tense
She's starred in several major films.			

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Target Language	Meaning of Sentence	Tense Used	Form of Tense
She starred in several major films.			

c.

Target Language	Meaning of Sentence	Tense Used	Form of Tense
When I arrived they had eaten .			
When I arrived they were eating .			

2. LANGUAGE AWARENESS

How would you teach a group of Pre-intermediate students the following expressions?

- I've got a cough.
- I've got a headache.
- I feel nauseous.
- I've got a cold.
- I've got flu.

Answer

What difficulties might students have with learning these expressions? Comment on meaning, form and pronunciation.

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Target Language	Problems with Meaning	Problems with Form	Problems with Pronunciation
I've got a cough.			
I've got a headache.			
I feel nauseous.			
I've got a cold.			
I've got flu.			

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3. LANGUAGE PROFICIENCY

GAP FILL

Read the following article, The Origin of Language, and fill in the word which best fills the gap. Use only one word in each gap. The first one is done for you as an example.

The Origin of Language

The truth **(1)**...is..... nobody really knows how language first began. Did we all start talking at around the same time **(2)** of the manner in which our brains had begun to develop?

Although there is a lack of clear evidence, people have come up with various theories about the origins of language. One recent theory is that human beings have evolved in **(3)** a way that we are programmed for language from the moment of birth. In **(4)** words, language came about as a result of an evolutionary change in our brains at some stage.

Language **(5)** well be programmed into the brain but, **(6)** this, people still need stimulus from others around them. From studies, we know that **(7)** children are isolated from human contact and have not learnt to construct sentences before they are ten, it is doubtful they will ever do so. This research shows, if **(8)** else, that language is a social activity, not something invented **(9)** isolation.

WORD FORMATION

Read the text below. Use the word given in capital letters at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning.

Training Sports Champions

What are the abilities that a **(1)** ...professional... sports person needs? To guarantee that opponents can be **(2)** , speed, stamina and agility are essential, not to mention outstanding natural talent. Both a rigorous and comprehensive **(3)** regime and a highly nutritious diet are vital for top-level performance. It is carbohydrates, rather than proteins and fat, that provide athletes with the **(4)** they need to compete. This means that pasta is more **(5)** than eggs or meat. Such a diet enables them to move very energetically when required. Failure to follow a sensible diet can result in the **(6)** to maintain stamina.

Regular training to increase muscular **(7)** is also a vital part of a professional's regime, and this is **(8)** done by exercising with weights. Sports people are prone to injury but a quality training regime can ensure that the **(9)** of these can be minimized.

- 1 PROFESSION
- 2 COME
- 3 FIT
- 4 ENDURE
- 5 BENEFIT
- 6 ABLE
- 7 STRONG
- 8 TYPE
- 9 SEVERE

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3. LANGUAGE PROFICIENCY

MULTIPLE CHOICE

Read the text below and decide which answers (A, B, C or D) best fits each gap. The first one is done as an example for you.

New Uses for Salt Mines

Geological **(1)** ...A..... of salt mines were formed millions of years ago, when what is now land, lay under the sea. It is hard to believe that salt is now such a cheap **(2)**, because centuries ago it was the commercial **(3)** of today's oil. The men who mined salt became wealthy and, although the work was **(4)** and frequently dangerous, a job in a salt mine was highly **(5)**

Nowadays, the specific microclimates in disused mines have been **(6)** for the treatment of respiratory illnesses such as asthma, and the silent, dark surroundings in a mine are considered **(7)** in encouraging patients to relax.

In addition, some disused mines have been **(8)** to different commercial enterprises, although keeping up-to-date with the technology of mining is essential to **(9)** visitors' safety. Some of the largest underground chambers even host concerts, conferences and business meetings.

1. **A** deposits **B** piles **C** stores **D** stocks
2. **A** provision **B** utility **C** material **D** commodity
3. **A** match **B** similarity **C** parallel **D** equivalent
4. **A** critical **B** demanding **C** extreme **D** straining
5. **A** regarded **B** admired **C** approved **D** honoured
6. **A** exploited **B** extracted **C** exposed **D** extended
7. **A** profitable **B** agreeable **C** beneficial **D** popular
8. **A** put down **B** turned over **C** made out **D** set about
9. **A** enable **B** retain **C** ensure **D** support

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3. LANGUAGE PROFICIENCY

WRITING

Please write in continuous prose. (100 - 150 words)

1. What, for you, makes a good teacher? Comment on these points:

- personality
- adaptability
- teacher roles

A large rectangular area with a dotted border, intended for writing the response to question 1.

2. *Why are you doing the CELTA? (100 words)*

A large rectangular area with a dotted border, intended for writing the response to question 2.