

# CELTA Application Task 1



- Please complete the task below.
- An interview can only be arranged on receipt of the task.
- We recommend that you consult a grammar book and a methodology book if possible.

## Recommended books:

Grammar: Jim Scrivener - Teaching English Grammar (Macmillan)

Methodology: Jim Scrivener - Learning Teaching (Macmillan)

Methodology: Jeremy Harmer - How to Teach English (Longman)

## Useful online sites:

[www.teachingenglish.org.uk](http://www.teachingenglish.org.uk)

[www.sandymillin.wordpress.com/2015/03/23/useful-links-for-celta/#Before-the-course](http://www.sandymillin.wordpress.com/2015/03/23/useful-links-for-celta/#Before-the-course)

## Your Details

.....  
First name\*

.....  
Surname\*

## 1. METHODOLOGY

*These are inappropriate instructions given by a teacher to a class. Rephrase them so that a low level student can understand them easily. Don't use more than 10 words per instruction.*

### A. GIVING INSTRUCTIONS

#### Example:

If you wouldn't mind opening your books to page 47, please.

Instruction: *Page 47.*

2. Jot down your answers and then have a bit of a chat with your partner.

Instruction: .....

3. Having made your notes, you will then be able to check your ideas together.

Instruction: .....

4. If you can imagine for a moment that you are a policeman...

Instruction: .....

5. Match the verbs in the first column on the left with the appropriate nouns in the second column on the right.

Instruction: .....

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## 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 <b>been trying</b> 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 <b>tried</b> 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 <b>speaks</b> Spanish.			
She's <b>speaking</b> Spanish.			

b.

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

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Target Language	Meaning of Sentence	Tense Used	Form of Tense
She <b>starred</b> in several major films.			

c.

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

## 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

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

**I confirm that the responses are my own words and not copied directly from any sources, including from AI resources such as ChatGPT.**