

# University of Cambridge CELTA Language Skills Related Tasks (750 - 1000 words)

\* Please include this as the first page of your assignment

Name	Submission date	Word count	Signature to confirm own work

<p><b>Assessment Criteria</b></p> <p>You have (✓) / have not (X):</p> <ol style="list-style-type: none"> <li>correctly used terminology that relates to language skills and sub-skills <input type="checkbox"/></li> <li>related task design to language skills practice <input type="checkbox"/></li> <li>found, selected and referenced information from one or more sources (including background reading) <input type="checkbox"/></li> <li>used written language that is clear, accurate and appropriate to the task <input type="checkbox"/></li> </ol>
<p><b>Overall Comment</b></p>          
<p><b>Comments on resubmission (if applicable):</b></p>          

## Assessment

Grade	Date	First marker	Second marker
Pass 1 <sup>st</sup> submission			
Resubmission			
Pass on resubmission			
Fail			

## PART A: Analysis of Sub-Skills

Look closely at the following six examples of receptive skills tasks from published course books. Decide which sub-skill is being practiced with each task. **ONLY INCLUDE YOUR ANSWERS IN YOUR SUBMISSION, NOT THE ENTIRE PAGE (e.g. 1) c, 2) a, etc.)**

- 1) The following is an excerpt of a reading task taken from a pre-intermediate course book. You do not need to read the whole task/text in order to complete the task correctly.

Read the results of a survey and answer the questions.

1 Where was the survey?

2 What is it about?

(S. Cunningham and P. Moor, Cutting Edge Pre-Intermediate 3<sup>rd</sup> Edition, 2013, Pearson Longman, pg.6)

Analyse the task and decide if the task is:

- a) Reading for gist (skimming), because it only requires learners to quickly get the general idea of the text.
  - b) Reading for specific information (scanning), because it only requires learners to quickly identify key pieces of data in the text without necessarily understanding it.
  - c) Reading for detailed understanding, because it requires learners to understand the text in sufficient depth.
- 2) The following is an excerpt of a listening task taken from an intermediate course book. You do not need to read or listen to the whole task/text in order to complete the task correctly.

b) Listen again and tick the phrases you hear from the first part (a) of the Useful Language Box.

(S. Cunningham and P. Moor, Cutting Edge Intermediate 3<sup>rd</sup> Edition, 2013, Pearson Longman, pg.12)

Analyse the task and decide if the task is:

- a) Listening for gist, because it only requires learners to get the general idea of the audio text.
  - b) Listening for specific information, because it only requires learners to identify key pieces of data in the audio text without necessarily understanding it.
  - c) A prediction task, because learners anticipate what they will hear (before checking their predictions by listening to the audio text).
- 3) The following is an excerpt of a listening task taken from an elementary course book. You do not need to read or listen to the whole task/text in order to complete the task correctly.

1) Look at the photos of three festivals. There are two photos from each festival.  
Match the pairs. Where do these festivals take place?

2) Listen and check your answers to exercise 1.

Analyse the task and decide if Task 1 is:

- a) Listening for gist, because it only requires learners to get the general idea of the audio text.
- b) Listening for specific information, because it only requires learners to identify key pieces of data in the audio text without necessarily understanding it.
- c) A prediction task, because learners anticipate what they will hear (before checking their predictions by listening to the audio text).

- 4) The following is a single question from a reading task taken from an intermediate course book. You **NEED TO READ** the excerpt from the text and compare against the question in order to complete this task correctly.

“...We all remember the things we are interested in and forget the ones that bore us. This no doubt explains the reason why schoolboys remember football results effortlessly but struggle with dates from their history lessons!...”

Mark the questions True or False:

1. School children often don't remember facts about history because they find it very boring TRUE/FALSE

(S. Cunningham and P. Moor, New Cutting Edge Intermediate 9<sup>th</sup> Impression, 2010, Pearson Longman, pg.20)

Analyse the task question and decide if it is:

- a) Reading for gist (skimming), because it only requires learners to quickly get the general idea of the text.
- b) Reading for specific information (scanning), because it only requires learners to quickly identify key pieces of data in the text without necessarily understanding it.
- c) Reading for detailed understanding, because it requires learners to understand the text in sufficient depth.

- 5) The following is a single question from a theoretical listening task. You **NEED TO READ** the transcript from the audio text and compare against the question in order to complete this task correctly.

“...It's just so crowded! Wherever you go, there are crowds. Japanese are normally pretty polite, but sometimes, like on the trains, push just comes to shove (literally)! It can be really claustrophobic at times. Getting to and from work can be a real hassle...”

Does the following statement reflect the claims of the speaker in the conversation? Write TRUE/FALSE or NOT GIVEN:

1) The speaker enjoys using public transport in Japan.

Analyse the task and decide if the task is:

- a) Listening for specific information, because it only requires learners to quickly identify key pieces of data in the audio text without necessarily understanding it.
- b) Listening for detailed understanding, because it requires learners to understand the audio text in sufficient depth.

- c) Listening for inference, because it requires learners to interpret the audio text for further understanding beyond what is stated explicitly or overtly.
- 6) The following is a single question from a reading task. You **NEED TO READ** the excerpt from the text and compare against the question in order to complete this task correctly.

1) It had been raining hard through the night so the ground was **saturated**.

What does '**saturated**' mean?

- a) wet
- b) dark
- c) cold
- d) very wet

(<http://www.ieltsbuddy.com/guessing-meaning-from-context.html>)

Analyse the task and decide if the task is:

- a) Reading for lexical inference, as it requires learners to interpret the information in other parts of the context to make guesses/deductions about what the meaning of a word or lexical item.
- b) Reading for detailed understanding, because it requires learners to understand the text in sufficient depth.
- c) Reading for inference, because it requires learners to interpret the text for further understanding beyond what is stated explicitly or overtly

## PART B: Task Design

- 1) Choose an authentic text (i.e. not from a coursebook) that you think would be interesting and suitable for your learners. **Before you write your assignment, check with Ben that your choice of text is suitable.**
- 2) Use the following section guidelines to help complete your assignment. **Note** – there is an example LSRT assignment Part B at the end of this document so you can see the kind of thing you'll be producing.
- 3) Do not exceed the word count limit (the word count does not include the design of your tasks as an appendix or the original article).
- 4) Use appropriate referencing where required. Include a bibliography at the end.
- 5) Include a word count at the end of the assignment.
- 6) Include your text and tasks as appendices
- 7) Include your lesson outline as an appendix
- 8) Submit only a single document in Word.

**Section 1: Rationale for text.** Justify using this text for a particular group of learners with reference to:

- a) What learners this text would be suitable for considering: backgrounds, interests, current learning context, occupations, reasons for studying English, etc.
- b) What level of learner, e.g. pre-intermediate/upper-intermediate, you would use the text/tasks with and why.

**Section 2: Rationale for task#1.** Design and justify a reading for gist task (skimming)

- a) Design and explain a reading for gist task based on the text
- b) Explain and elaborate how it practices reading for gist. Use this prompt to help you:

This is a gist reading task because it requires learners to read in such a way that..."

- c) What methodology book writers, e.g. Harmer, Scrivener etc. have said about the practice, development, or importance of gist reading

- d) In the appendix include task AS YOU WOULD PRESENT THEM TO LEARNERS IN CLASS – do not insert this in the body of your assignment. Also include the answers.

### Section 3: Rationale for task#2

*Option 1: Design and justify a reading for specific information task (scanning)*

OR

*Option 2: Design and justify a reading for detailed understanding task (intensive reading)*

- a) Design and explain a reading for specific information task or reading for detailed understanding task based on the text
- b) Ensure that the task is sufficiently challenging for the level you have chosen (e.g. sufficient number of questions).
- c) Explain and elaborate how it practices scanning/intensive reading. Use the following sentence to help you: “This is a reading for \_\_\_\_\_ task because it requires learners to read in such a way that...”
- d) What methodology book writers, e.g. Harmer, Scrivener etc. have said about the practice, development, or importance of the receptive skill/subskill you have selected
- e) In the appendix include task AS YOU WOULD PRESENT THEM TO LEARNERS IN CLASS – do not insert this in the body of your assignment. Also include the answers.

### Section 4: Rationale for task#3. Design a productive skills task

- a) Design a speaking or writing skills task that follows on from the text.
- b) Explain and elaborate how it practices either speaking or writing skills. (Ensure that this task is not merely a language practice task, i.e. not grammar, lexis, pronunciation, etc.) Use the following sentence to explain your aim:  
  
“This task enables learners to practice their (choose one of speaking or writing) because it requires learners to (choose one of speak or write) in such a way that...”
- c) What methodology book writers, e.g. Harmer, Scrivener etc. have said about the practice, development, or importance of the productive skill you have selected
- d) In the appendix include tasks AS YOU WOULD PRESENT THEM TO LEARNERS IN CLASS – do not insert this in the body of your assignment. Also include the answers.

## Example assignment

### Language Skills Related Tasks (Part B)

#### Rationale for text

I have chosen the authentic written text, *Fun things to do in Boston MA* (see Appendix A) for the students at **Teaching House Boston**. This text would be appropriate for my Upper-Intermediate class because: i) they have chosen to come to Boston to study English and are therefore interested in the city and things they can see/do at weekends. Some students may have already done some of the activities in the text and may be interested to see what someone else has written about these activities; ii) these students are familiar with the genre and format (e.g. information divided into sections with headings) of guidebooks. Most have probably brought a guidebook to Boston (e.g. *Lonely Planet*), although this may be in their L1 rather than in English; iii) the text is a manageable length for Upper-Intermediate learners (about 700 words). They have often read texts this length in class; iv) guidebook/website information is written for a wide readership and therefore the vocabulary used is not too complex or idiomatic, i.e. manageable for this level; v) this text lends itself to both reading skills tasks and a post-reading productive skills task.

The lead in discussion (task#1), should activate students’ schema about Boston and things to see/do there. Some students will probably have done some of the things on the list and can share their experiences, which should make the lead in discussion interesting and engaging. As Harmer says, *If we can get the students engaged in the task, there is a much better chance that they will read ... with commitment and concentration, whether or not they were interested in the topic to start with* (2001:206)

#### Rationale for task#1

For task#1 students have to match section headings to paragraphs (see Appendix B). This is a skimming for gist task as it requires students to read the entire text quickly and decide which heading best describes each section. The task links back to the lead in (see Appendix: task#1) and, hopefully, students will be interested to see what the text has to say following their lead in discussions. To encourage fast reading students would be given three minutes to do task#1. This task mimics real-world reading, where a reader would quickly skim a guidebook entry to see what kinds of activities/options are mentioned. Students should have little difficulty with vocabulary at this stage, as gist tasks do not require understanding of specific words in a text. As Scrivener says *...a good first strategy could be to help (learners) learn to read fast; not worrying about understanding every word; not, perhaps, even understanding most words, but still achieving a specific and useful goal* (2011:264). This task is set first as it will give students a general familiarity with the text and help them focus their reading on appropriate sections when they attempt task#2.

### **Rationale for task#2**

For task#2 students have to decide which of the activities in the text would be suitable for different people visiting Boston for a weekend (see Appendix B). This is a reading for detailed understanding task as it requires students to read sections more closely to decide which would best suit each person/couple/family's preferences/budget/etc. Having already done task#1 (skimming for gist), the students should be better able to focus in and read certain sections closely to check whether that activity is suitable. This task mimics real-world reading, where a reader would read certain sections of a guidebook entry more closely to see if the activity is suitable for them/family/friends. As Scrivener says, *This is typically a stop/start kind of reading, involving going back over small pieces of the same text a number of times to find out more and more about it, making sure that words have been correctly interpreted* (2011:264). Students would be given longer (6 minutes) to do this task. The longer time limit reflects the fact that reading for detailed understanding often requires students to work out/work around unknown vocabulary (e.g. *vantage points; a provocative tour; intense nightlife; etc.*)

### **Rationale for task#3**

For task#3 students will do a freer speaking task. This allows them to respond to the text topic (interesting things to do in a city) in a personal way; suggesting things that the other students in the class might want to do/see if they visited the speaker's hometown. This task mimics the kind of thing these students (NNSs studying in an English NS county) might do outside the school. As Harmer says, *getting students to have a free discussion gives them a chance to rehearse having discussions outside the classroom* (1998:87). The students in this class are from a wide variety of different cities (e.g. Sao Paolo; Beijing; Hamburg; etc.) and they should be interested in i) talking about their city, and ii) finding out about each other's hometowns. After several lessons together they know each other (a little), so they should be able to choose appropriate activities based on the age, interests and budget of their classmates. The task sets a context of a weekend visit, mimicking the last reading task (task#2) and keeping the speaking manageable (i.e. they can only suggest three things visitors can do/see). Task#3 is divided into a) preparation (5 minutes) and b) group discussion. The preparation time allows students to think and make notes before they have to speak. As Harmer says, *... people need time to assemble their thoughts before any discussion. The ability to give spontaneous and articulate opinions is challenging in our own language, let alone the language we are struggling to learn* (1998:91).

(Word count: 923)

### **Bibliography**

<http://wanderlust.hubpages.com/hub/Things-To-Do-In-Boston-MA>

Harmer J (1998) *How to Teach English*, Pearson Education

Harmer, J (2001) *The Practice of English Language Teaching 3<sup>rd</sup> Ed*, Longman

Scrivener, J (2011) *Learning Teaching*, Macmillan

### **Appendices**

#### **A) The text (as given to students)**

*Fun things to do in Boston MA*

*Boston is old, Boston is European, but at the same time Boston is full of energy and young people, thanks to its large student population. Boston's vibrant neighbourhoods, from the fashionable Back Bay to old Beacon Hill to historic North End, make the city distinctive from any other American city. Boston is the cultural and commercial hub of New England, and the city represents all that is best in the region, from its luxury hotels to the best seafood to great entertainment. So, if you have never*

been to Boston, you should definitely put the city on your [must visit in America list](#). And when you are there, follow some of these suggestions and I am sure you will have a lot fun in Boston!

- 1

*Dive into the sea world without getting wet at the New England Aquarium! Vibrant coral reefs from the tropical Pacific, the most poisonous fishes in the world, colourful jellyfishes, penguins and sharks, green sea turtles and other exotic creatures – more than 2,000 species in all. Some make their home in the aquarium's four-story, 200,000-gallon ocean-reef tank, one of the largest of its kind in the world. Ramps winding around the tank lead to the top level and allow you to view the inhabitants from many vantage points. Don't miss the five-times-a-day feedings; each lasts about an hour and takes divers 24 feet into the tank.*

- 2

*A stroll around this old city is like reading an American history textbook. Check out Boston's unique history along the 2.5 mile-long Freedom Trail that connects 16 historical sites. Follow the red line marking the Freedom Trail and come across Boston Common, the Old North Church, Paul Revere's house and Bunker Hill. Each stop represents a chapter in American history with vivid reminders of events that led to American independence.*

- 3

*Boston is a city of history and of course you can learn a lot visiting Boston's museums. The Isabella Stewart Gardner Museum with a great art collection and fantastic gardens, the Fogg Art Museum at Harvard with more than 80,000 permanent works including paintings by Renoir, Monet, Van Gogh and Degas, Harvard Museum of Natural History. All of them are among the best museums not only in Boston but in the country. For more fun, go to Salem, just 30 minutes from Boston, to visit the Salem Witch Museum. You will have a provocative tour, which brings you back to Salem Village 1692, and learn a lot about the pagan midwife, stereotypical witches, modern witchcraft and the phenomenon of witch hunts. If you think you don't believe in witchcraft, think again!*

- 4

*Bostonians may be wild about other sports, but it is baseball and the beloved Red Sox that bring the town to a complete standstill. If you are in Boston during the World Series, you have to go to the stadium. But even off-season you can visit Fenway Park for tours and events celebrating the history of the Red Sox.*

- 5

*Experience the art and mystery of brewing at the Sam Adams Brewery. Taste the rich malts and spicy hops, the classic ingredients of beer. Tour the Boston Beer Museum and learn about Boston's proud brewing past. And taste the classic, award-winning beers of Samuel Adams. Besides the Sam Adams Brewery, the Harpoon Brewery offers tasting of the best beers New England can produce. The tasting is free and lasts about one hour.*

- 6

*Boston is not really famous for its intense nightlife. Most of bars and clubs in Boston close at 2 am, the time when a party in any New York club just started. Still there are plenty of options for a night on the town, from refined lounges in [Boston downtown hotels](#) to Faneuil Hall Marketplace's bustling pubs to Cambridge's myriad music clubs. Boston is particularly rich in venues offering live music for every different taste. Head to The Middle East or T.T. the Bear's Place in Cambridge or Paradise Rock Club on Commonwealth Avenue in Boston for unique nightly performances by local bands.*

Adapted from: <http://wanderlust.hubpages.com/hub/Things-To-Do-In-Boston-MA>

## B) The tasks (as given to students)

### Task 1

- a) What touristy things have you seen/done in Boston? Tell your partner.
- b) Look at the list in task 2 below. Have you seen/done any of these things? Tell your partner.

### Task 2

Match the headings to the paragraphs (1-6) in the text. The first one has been done as an example:

- A) Explore the Freedom trail\_\_
- B) Party at night\_\_
- C) Take a brewery tour\_\_
- D) Visit the New England Aquarium 1
- E) Visit the best of Boston's museums\_\_
- F) Visit the home of the Boston Red Sox\_\_

Now check your answers with your partner.

ANSWERS: A2; B6; C5; D1; E3; F4.

### Task 3

These people are going to visit Boston for the weekend:

- John (21) and Karen (19) are students from New York. They don't have much money.
- Mary (68) is retired and travelling alone. She likes meeting other people and is interested in history.
- Sandra (35) and Tony (33) are a couple on holiday with their two children, Andy (8) and Alice (5).
- Two of your best friends from your country/hometown.

Which things (A-F) would you suggest each person/group do? Why? Tell your partner.

*Suggested ANSWERS:*

**John and Karen:** Brewery tour, The Freedom Trail, Party at night?

**Mary:** The Freedom Trail; Museums; Brewery tour; Boston Red Sox?

**Sandra and Tony:** New England Aquarium; Salem Witch Museum?

**Students' best friends:** their answers

### Task 4

- a) The other students in the class are going to visit your hometown for a weekend. Think of 3 things they should see/do.
- b) In groups, tell your classmates what they should see/do in your hometown.



C) Lesson Plan

	Stage aim	Procedure
1	<i>To set context/activate schema and engage students' interest in the topic of the lesson</i>	<p><u>Tasks 1a and 1b</u>            Nominate and ask students 'What touristy things have you seen/done in Boston? Tell your partner.' Breakout rooms. Monitor.            Conduct feedback nominating/screensharing student answers.            Screenshare list of Boston sights/activities, nominate and ask if students have seen/done any of them.</p>
2	<i>To encourage students to practice skimming for gist</i>	<p><u>Task 2</u>            Set task: screenshare handout #1 (text) and ask students to read and match the headings (sights/activities) on handout #2 (worksheet) to the numbered paragraphs. Show them that the first one has been done as an example. Set time limit (3 mins).            Send handouts #1 and #2 via chat box. Students read. Monitor.            Ask students to check together in breakout rooms. Monitor.            Conduct whole class feedback, nominating to elicit answers. Provide visual support screensharing the text and write in the paragraph headings.</p>
3	<i>To encourage students to practice reading for more detailed understanding</i>	<p><u>Task 3</u>            Set task: screenshare handout #2 and ask students to read and decide which sights/activities are appropriate for each person/group. Set time limit (6 mins).            Students read. Monitor.            Ask students to check together in breakout rooms. Monitor.            Conduct whole class feedback, nominating to elicit answers. Encourage students to support/justify their suggestions with reference to the text.</p>
4	<i>To allow students to give/share a personal response to text content</i>	<p>Ask students to tell each other (breakout rooms) which sights/activities they would like to see/do. Monitor.            Conduct whole class feedback, nominating to elicit answers.</p>
5	<i>To give opportunities for personalised freer speaking practice</i>	<p><u>Tasks 4a and b</u>            Set task giving clear instructions.            Allow students 5 minutes to prepare. Monitor and provide support (e.g. with vocabulary) as necessary.            Put students in breakout room groups of 3 or 4 and ask them to take turns telling the group what to see in their hometown. Encourage listeners to ask questions.            Monitor and make notes of accurate/inaccurate language use (MFP).</p>
6	<i>To provide content feedback, focus on emerging language (lexis/grammar) and allow opportunities for self/peer correction before eliciting/giving correction. Also, to highlight/praise accurate language use.</i>	<p>Conduct whole class feedback, nominating to elicit answers.            Screenshare emerging language.            Ask students to correct in pairs (breakout rooms). Monitor.            Screenshare. Elicit/give correction.            Highlight /praise accurate language use.</p>