Contents

Introduction 4

A The learners and their contexts
1 Who are the learners? 7
2 Learners as individuals 11

B Classroom teaching
3 Foreign language lesson 15
4 Classroom management 19
5 Presenting vocabulary 23
6 Presenting grammar (1) 29
7 Presenting grammar (2) 33
8 Practising new language 37
9 Error correction 42
10 Developing listening skills 47
11 Developing reading skills 52
12 Presenting language through texts 56
13 Developing speaking skills 59
14 Developing writing skills 63
15 Integrating skills 67
16 Lesson planning: design and staging 71
17 Lesson planning: defining aims 76
18 Alternative approaches to lesson design 80
19 Planning a scheme of work 84
20 Motivating learners 88
21 Teaching different levels 91
22 English for Special Purposes 95
23 Teaching literacy 99
24 Monitoring and assessing learning 103
25 Teaching exam classes 107
26 Choosing and using teaching resources 111

C Language awareness
27 Introduction to language analysis 115
28 Tense and aspect 119
29 Meaning, form and use: the past 123
30 Expressing future meaning 127
31 Modality 131
32 Conditionals and hypothetical meaning 135
33 Language functions 139
34 The noun phrase 143
35 The sounds of English 147
36 Stress, rhythm and intonation 151
37 Teaching pronunciation 155
38 Vocabulary 159
39 Text grammar 162

D Professional development
40 Professional development and finding a job 166

Teaching practice 170

Classroom observation
Observation tasks 177

Introductory quiz
Photocopiable quiz 178

Review
CELETA Snakes and ladders 181

Correspondence table
Course units and CELTA sessions 183

Acknowledgements 184
The CELTA Course is a coursebook for participants on the CELTA course. (For more on CELTA, visit the Cambridge ESOL website: http://www.cambridgeesol.org/.) The course covers all the main content areas addressed in CELTA and aims to provide trainers with ready-made session plans that can be tailored to meet the needs of their trainees. It thus saves on preparation time, as well as reducing the need to prepare and copy session handouts. It also provides a basis around which new centres can design and structure their courses. Finally, it provides trainees with a compact record of their course, which they can consult both during the course and afterwards.

What does The CELTA Course consist of?

The CELTA Course consists of two components:

- **Trainee Book:** this includes material to be used in input sessions on the course, plus advice concerning the practical and administrative aspects of the course, along with a file of useful reference material.
- **Trainer's Manual:** this includes guidance and advice as to how best to exploit the material in the Trainee Book, as well as photocopiable material to supplement sessions.

The bulk of the course comprises forty units, each representing an input session of between 45 to 90 minutes. The selection of topic areas for these units reflects the choice of topics in the sample CELTA timetable (available on the Cambridge ESOL website). This timetable is in turn a synthesis of a number of timetables that were submitted by different CELTA centres worldwide.

The 40 units are divided into four topic areas:

- **Section A: The learners and their contexts**
  (Units 1 and 2) Learners’ purposes, goals, expectations and learning styles
- **Section B: Classroom teaching**
  (Units 3–26) Presenting language, developing language skills, planning, classroom management, teaching different levels, English for special purposes, monitoring and assessing learning, choosing and using teaching resources
- **Section C: Language analysis and awareness**
  (Units 27–39) Grammar, vocabulary and pronunciation
- **Section D: Professional development**
  (Unit 40) How to get a job and continue your professional development

The division of topics into these four areas means that the sequence of topic areas in the book does not exactly match the sequence in the sample CELTA timetable. The sequencing of topics in the book has been governed by a number of factors. These include:

- **Developmental:** topics considered to be more fundamental – such as classroom management – are dealt with before topics that can be safely postponed until later in the course – such as teaching ESP or exam classes.
- **Thematic:** topic areas that are related are usually sequenced together.
• Convention: topics that – for whatever reasons – are conventionally dealt with early in most courses precede those that are conventionally dealt with later.

However, it is not expected that trainers will follow the sequence of topics in exactly the order that they are presented. (For more on how to use the course, see below.)

Each unit comprises a number of tasks, starting with a warm-up task and concluding with a reflection task. For some units, optional tasks are available in the Trainer's Manual, with photocopiable materials, where necessary.

As well as the input session tasks, the Trainee Book includes the following features:

• Teaching practice: This section consists of practical advice for trainees as well as a bank of TP reflection tasks.

• Classroom observation: This section consists of a bank of observation tasks for use in observing experienced teachers (as part of the course requirements) and also teaching practice (TP).

• Written assignments and tutorials: This section includes advice as to how trainees should interpret the assessment criteria and how they can best prepare for tutorials.

• Resource file: This section includes:
  – an overview of the main verb forms
  – a bank of warmers and games
  – a glossary
  – recommended reading list and relevant website addresses

The Trainer’s Manual consists of:

• a guide for each unit, on how to set up activities, suggested variants and expected answers to tasks
• optional (photocopiable) materials for some units
• teaching practice: some guidelines on how to organise TP, write TP points and give TP feedback
• classroom observation: some suggestions as to how to get the most out of this component of the course
• introductory photocopiable quiz
• a photocopiable review boardgame for trainees

How should The CELTA Course be used?

Each CELTA centre will design and run its courses according to its own particular circumstances and needs. Hence, The CELTA Course has been designed with flexibility and adaptability in mind. Course trainers are invited to select only those elements that meet the needs and syllabus specifications of their particular courses: it is not expected, for example, that they will do all the units and all the tasks in the book (for one thing, there is unlikely to be sufficient time on most courses), nor that they will do the units in the order that they occur in the book. To this end, the units have been written as far as possible as stand alone entities.

When using the material, however, trainers should observe certain core principles that are intrinsic to the CELTA scheme. These are that the course is:

• Practical: The CELTA is an introductory course and as such it has to be very practical. This does not mean avoiding theoretical issues, but simply that input sessions should always be firmly grounded in classroom practice. This may mean starting with a discussion of classroom experiences, drawing out some basic principles and returning to classroom practice through the analysis and evaluation of classroom materials.
Trainer's manual

- **Integrated**: In keeping with the above point, emphasising the interconnectedness, not only of theory and practice, but also of the different strands of the course, should be a priority. These strands include the input sessions, TP, classroom observation and the written assignments. Trainers should seek every opportunity to draw connections and to encourage trainees to make these connections for themselves. One way of doing this, for example, is to adapt some tasks so that they anticipate forthcoming teaching practice points, or to choose, as example material, extracts from the coursebooks the trainees are using in their TP. Likewise, TP reflection tasks and classroom observation tasks can be chosen so that they tie in with areas of content that have been dealt with – or are about to be dealt with – in the input sessions. Likewise, opportunities to recycle themes that have been dealt with at an earlier stage in the course should be exploited. For example, when dealing with an area of language awareness, such as tense and aspect, there will be opportunities to review approaches to grammar presentation and practice.

- **Experiential**: Axiomatic to the CELTA course is the notion that learning is optimised if it is driven by personal experience. To this end, trainers are recommended to include demonstrations of classroom procedures in the sessions, where the trainees experience classroom techniques as learners, and reflect on their experience. Many of the tasks in the book can be substituted with actual demonstrations and these opportunities are flagged in the Trainer’s Manual.

- **Co-operative**: The course has been prepared for classroom use (as opposed to self-study) and as such exploits the communal and collaborative nature of the CELTA, where trainees frequently work together in pairs or small groups in order to compare experiences, solve tasks, debate issues, evaluate materials, or design lessons. For each task, the Trainer’s Manual suggests an appropriate organisation. Typically, this organisation will take the form of pairwork or small-group work, followed by some kind of report-back stage. It is important that the training should take place in a space that is conducive to a variety of different formations and interactions.

- **Reflective**: A key component of the experiential learning cycle is reflection: for this reason every unit ends with a reflection task. But reflection can be built into the course at other points too. For example, after trainees have experienced an activity as if they were learners, they can then reflect on their experience in order to extrapolate principles that might apply when setting up the same or similar activities as teachers.

A good idea, on Day 1, is to give the trainees a light-hearted quiz about the course, its administration, and about your institution. They can answer this individually and then compare in pairs or groups. Alternatively, it could be done as a race with groups competing with each other to finish it first. They should be allowed to consult their books and any other related handouts in search of the answers. A suggested quiz can be found in this book on page 179. Trainers may of course want to design their own quiz material.