

# DELTA APPLICATION PACK

## MODULE 1 TASKS

Please complete the following three tasks if you are applying for Module 1.

Please attach as separate Word or PDF documents.

The three tasks below are based on the types of task you will expect to complete in the final exam. They are designed to be challenging and require careful thought and consideration so don't be put off at first reading. Please take your time and keep your answers as clear and concise as possible. We recommend you spend between about an hour completing them.

### TASK ONE

Give three core beliefs you hold about language teaching, provide an explanation/ rationale for each and an example of how you apply the principle in the classroom. The examples should be of specific classroom activities that cover a range of levels and types of class. Do not write more than 600 words in total.

Here's an example of the sort of thing you should write:

**Belief:** Language learning should be enjoyable

**Rationale:** If learners are enjoying themselves then they are more relaxed (their affective filters are low) and therefore more receptive to language instruction. They are also more likely to use the language and worry less about making mistakes with it.

**Example:** At intermediate level I often play a 'backs to the board' game in which the learners are put into two groups, with one member sitting facing them and with their back to the whiteboard. I then write a lexical item on the board and the rest of the group have to give verbal clues to these learners so that they guess the item before their counterpart from the other group. The clue givers are not allowed to say the actual lexical item or any of its parts. This activity is an effective way of recycling lexis, and students generally enjoy the competitive element of the game, losing any inhibitions about shouting out their clues. It works with both adults and children.

**Belief 1:** .....

**Rationale:** .....

**Example:** .....

**Belief 1:** .....

**Rationale:** .....

**Example:** .....

**Belief 1:** .....

**Rationale:** .....

**Example:** .....

### TASK TWO

The following advice is often given to teachers who want to develop their learners' listening skills:

1. Use plenty of recorded material.
2. Prepare the learners for listening by setting the scene, introducing the characters, pre-teaching vocabulary, etc.
3. Before the learners listen, set a listening task which directs them to an overall 'gist' understanding of the passage.
4. Check the answers to this task, playing the recording again if necessary.
5. Set a further task, or tasks, which direct learners to a more detailed understanding.
6. Only use the audio transcript (if there is one) as a last resort.
7. Make the recording, and the tasks, as 'authentic' as possible.

- a) Explain the rationale behind tips 2, 3, 5 and 7 (Number 1 has been done as an example).
1. The idea here seems to be that practice makes perfect: the more recorded material learners are exposed to, the more accustomed they will become to having to listen to real-time language use and become less intimidated by it. It is also presumably assumed that it will become easier for them to understand spoken language.
- b) Provide one possible disadvantage of tips 2, 3, 5 and 7 (Number 1 has been done as an example).
1. Exposure to large amounts of recorded language is only really useful if it is accompanied by tasks that help the learners understand the speech, help them realise where their difficulties lie, and raise their awareness of useful listening strategies. Simply providing a lot of listening could be demotivating, especially if the recordings are of authentic language use.

### TASK THREE

Look at the material from the Cutting Edge Starter Students' Book (Third Edition) by Cunningham, Moor & Grace (Pearson Longman, 2016) on the pages 6–8, and

• identify six assumptions about language and/or learning that the authors appear to have made.

(Your assumptions should be about language and/or learning in general rather than about a specific learning context).

• Give an example activity (or activities) from the material that illustrates this assumption.

Here are two examples of the sort of thing you should write. Please use the same format in your answer:

**Example 1:**

**Assumption:** The use of visuals helps clarify the meaning of language items

**Example:** Vocabulary exercise 1

**Example 2:**

**Assumption:** When teaching a grammatical structure it is important to include a focus on pronunciation

**Example:** Grammar Focus 1, exercise 2, Pronunciation box

## 08

# YOU CAN DO IT!

IN THIS UNIT

- Grammar: *can/can't*; Questions with *can*; Review of questions
- Vocabulary: Verbs – things you do; Parts of the body
- Task: Do a class survey
- Language live: Skills and interests; Making requests



### Vocabulary

#### Verbs – things you do

**1** Look at the photos. Which verbs in the box can you see?

dance	drive a car	paint a picture	play chess	ride a bike
run	sing	swim	take photographs	walk

**2a** Choose the correct answers.

- 1 I **take / play** a lot of photographs when I go on holiday.
- 2 I **swim / walk** to work every day because I don't like going by bus.
- 3 I love **swimming / driving** in the sea when I go on holiday.
- 4 I usually **play / paint** chess with my grandfather on Sunday afternoons.
- 5 I like **dancing / talking** when I go to a party with my friends.
- 6 I **sing / run** in the park at the weekend because I want to keep fit.
- 7 I always **walk / paint** a picture of the beach when I go on holiday.
- 8 I never **drive / ride** my car to the town centre because it's so busy.
- 9 I **run / ride** a bike to work in the summer but not in the winter.
- 10 I like listening to music in the car and **talking / singing** the songs.

**b** **8.1** Listen and check.

**3a** Which of the sentences in exercise 2a are true for you? Rewrite the false sentences to make them true for you.

**b** Work in pairs and compare your sentences.

I take a lot of photographs when I go on holiday! Do you?

No, I don't ...

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### Reading Amazing people!

- 1 Read the text about amazing people. What abilities do they have?

### Amazing people!

*You Magazine* finds some amazing people who can do amazing things!

- Vadim Ivanov is from Russia and he's a chess player. He plays chess very well and he sometimes plays a lot of chess games at the same time. In fact, he can play over 300 chess games at the same time! He doesn't always win them all – but his record is playing 310 games and winning 282 of them!
- Alvaro and Alicia Sánchez are twins and they live in Argentina with their parents. They can't walk because they are only nine months old, but they can swim! In fact, they can swim 25 metres in the swimming pool. They go swimming every day and they love it!
- Emiko Kimura is 20 years old and she is an art student from Japan. She can't paint in the same way as her friends because she doesn't have any hands. She can paint with her feet and she wins a lot of competitions because her pictures are fantastic. Mostly, she likes painting pictures of people.

- 2 Read the text again. Are these statements true (T) or false (F)?

- Vadim Ivanov plays chess against over 300 people at the same time.
- He always wins all the games.
- Alvaro and Alicia Sánchez are babies.
- They walk to the swimming pool every day.
- Emiko studies art in Japan.
- She is very good at painting.

- 3 Discuss with other students. Do you know anyone who has similar abilities to the people in the text?

### Grammar focus 1 can/can't

- 1 Complete the sentences with the verb phrases.

can swim	can play	can paint
can't paint	can't walk	can't win

- Vadim Ivanov \_\_\_\_\_ chess very well.
- He \_\_\_\_\_ every game.
- Alvaro and Alicia Sánchez \_\_\_\_\_.
- They \_\_\_\_\_ because they are babies.
- Emiko Kimura \_\_\_\_\_ with her hands.
- She \_\_\_\_\_ with her feet.

### GRAMMAR

#### can/can't

I/You/He/She/We/They	can play chess. can swim very well. can't run very fast. (= cannot) can't ride a bike. (= cannot)
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- 2 8.2 Write sentences using the prompts and can (✓) or can't (X). Listen and check.

He / play tennis / ✓

He can play tennis.

1 He / play chess / X

2 They / swim 25 metres / ✓

3 She / remember all her friends' birthdays / X

4 He / play the piano / X

5 He / cook well / ✓

6 They / drive / X

7 You / speak a foreign language / ✓

8 I / run fast / X

9 She / read music / ✓

10 They / dance very well / X

### PRONUNCIATION

- 1 Listen to the sentences again. Notice the pronunciation of can and can't.

/kæn/ /kɑːnt/

- 2 Practise saying the sentences.

- 3a Think about you, your friends and people in your family. Rewrite the sentences in exercise 2.

*My cousin Dimitri can play chess.*

*I can't swim 25 metres.*

- b Work in pairs and compare your sentences.

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## Grammar focus 2 Questions with *can*

1 Match the photos with the job adverts below.

### DO YOU WANT TO BE A DANCE TEACHER?

Can you sing, dance or play the piano?  
email: [info@danceteachersdirect.com](mailto:info@danceteachersdirect.com)

### Do you want to be a personal trainer?

Can you swim, run and play tennis?  
If yes ... this is the job for you!  
**Call Mick on 07789 566433.**

### Do you want to be a nanny?

Nanny for friendly family with three children.  
Can you drive a car, cook well and speak English?  
Phone 0845 677879 and speak to Annie.

2a 8.3 Olivia wants a job for the summer holidays.  
Read the job adverts and listen. Tick the things Olivia  
can do and cross the things she can't do.

b Which job do you think is good for Olivia? Why?

## GRAMMAR

### Questions with *can*

Questions	Short answers
Can you dance?	Yes, I/you/he/she/we/they can.
Can he/she play tennis?	No, I/you/he/she/we/they can't.
Can they speak English?	

3a Write questions using *can* and the prompts.

- you / sing well *Can you sing well?*  
 1 you / play tennis  
 2 you / swim  
 3 you / run fast  
 4 you / cook well  
 5 you / play the guitar  
 6 you / ride a bike  
 7 you / drive a car  
 8 you / speak three languages

b 8.4 Listen to conversations with the questions in  
exercise 3a. Does each person answer *yes* or *no*?

## PRONUNCIATION

- 1 Listen again to the conversations in exercise 3b. Notice  
the pronunciation of *can* in the questions and the  
short answers.  
 2 Practise saying the questions.

4a Work in pairs. Ask and answer the questions in  
exercise 3a. Find three things your partner can do  
but you can't do.

b Tell the class.

Maria can play tennis, but I can't. She can  
swim, but I can't...

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