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Trainee Book

# The CELTA Course

Certificate in Teaching English to Speakers of Other Languages

## Course

Peter Watkins
Scott Thornbury
Sandy Millin

**Second Edition**

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# Contents

# Introduction

## What is CELTA?

The Certificate in Teaching English to Speakers of Other Languages (CELTA) is an introductory language teaching course for candidates who have little or no previous English language teaching experience. It may also be suitable for candidates with some experience but little previous training. The qualification is awarded by Cambridge English, part of the University of Cambridge.

Candidates can take CELTA full time (typically four to five weeks), or part time (from a few months to up to a year). They can take it on a face-to-face basis, online, or a mixed-mode combination of both of these formats.

There are five main topics of learning:

1 Learners and teachers, and the teaching and learning context
2 Language analysis and awareness
3 Language skills: listening, reading, speaking and writing
4 Planning and resources for different teaching contexts
5 Developing teaching skills and professionalism

CELTA is awarded to candidates who have completed the course and who have met the assessment criteria for all written and practical assignments.

The overall assessment aims for each topic are that candidates should be able to:

1 assess learner needs, and plan and teach lessons which take account of learners' backgrounds, learning preferences and current needs
2 demonstrate language knowledge and awareness, and appropriate teaching strategies
3 demonstrate knowledge about language skills and how they may be acquired
4 plan and prepare lessons designed to develop their learners' overall language competence
5 demonstrate an appropriate range of teaching skills at this level and show professional awareness and responsibility

There are two components to the assessment of CELTA:

Component One: Planning and teaching

Component Two: Classroom-related written assignments (of which there are four in total)

CELTA is internally assessed and externally moderated by a Cambridge English approved assessor, who samples portfolios and teaching practice, and who discusses and agrees the grades for all candidates.

Each CELTA programme is designed by the individual centre, using the syllabus and course objectives. Courses will have a minimum of 120 contact hours, including:

- input
- supervised lesson planning
- teaching practice (six assessed hours)
- feedback on teaching
- peer observation
- observation of experienced teachers (minimum six hours)
- consultation time

Trainees are also expected to complete a minimum of 80 additional hours' work, including pre-course preparation, reading, research, assignment writing, lesson preparation and record keeping.

For more information about CELTA, visit the Cambridge English website:

https://www.cambridgeenglish.org/teaching-english/teaching-qualifications/

The CELTA syllabus can be accessed at:

https://www.cambridgeenglish.org/images/21816-celta-syllabus.pdf

## What is *The CELTA Course*?

*The CELTA Course* is a coursebook designed to support trainees, trainers and centres running CELTA courses. It includes both a Trainee Book and a Trainer's Manual. It is designed to be used during course input sessions (although some tasks may be set in advance of sessions or as follow-up to sessions). The bulk of the course consists of 40 units, and they are grouped under the five main topics of the course (see above).

Each unit comprises a number of tasks, starting with a warm-up task and concluding with a reflection task. From these units and tasks, course trainers will select only those elements that meet the needs and syllabus specifications of their particular courses: it is not expected that trainees will do all the units and all the tasks in the book, nor that they will do the units in the order that they occur in the book. Many of the units contain material reproduced from ELT coursebooks. The full list of that material is on pages 227–228.

As well as the units, there is extensive supplementary material, including advice on how to get the most out of teaching practice, a bank of classroom observation tasks, and a resource file that includes a glossary and recommendations for further reading.

*The CELTA Course* is not only a coursebook: it also serves as an invaluable resource for post-course review and reflection. We hope that it enriches your experience of CELTA, and that CELTA, in turn, opens the doorway to a fulfilling and worthwhile career in English language teaching.

# 1 Learning and teaching contexts

## A Warm-up

1 Think back to a language learning situation you know well. Picture as many details as you can. Consider these questions:

- How many learners were in the class?
- Was it a face-to-face class or were lessons online?
- What resources were available to the teacher?
- What was the age range of the learners?
- Did the learners share a common first language (L1)?
- What reasons did the learners have for learning the language? How motivated to learn did they appear?

2 Describe the learning context you thought about to a partner. How similar are the two contexts? How do you think each context impacted on the style of teaching and the lessons generally?

> Recognizing the complex and diverse nature of ELT classrooms around the world … is the starting point of our exploration of roles, relationships and interactions in second language classrooms.
>
> Graham Hall, 2011

## B Learners' purposes

1 Here are some commonly used abbreviations to describe learners' different purposes for learning English, and also the situations in which they learn and use English. Can you match them to the definitions?

| | | |
|---|---|---|
| **1 EFL**<br>English as a foreign language | a | The use of a language other than the learners' L1 to teach a school subject such as science or physical education, with the aim of developing competence in both the target language and specified subject. |
| **2 ESL**<br>English as a second language | b | The way in which English is now used by many non-native speakers to communicate with other non-native speakers; also called English as a lingua franca (ELF). |
| **3 CLIL**<br>Content and language integrated learning | c | The teaching of English with the aim of developing a learner's ability to function effectively in a particular domain, such as business or medicine. |
| **4 EIL**<br>English as an international language | d | The learning of English in a context where English is not generally the medium of communication. For example, this would include a Spanish student having English classes in Spain. |
| **5 ESP**<br>English for specific purposes | e | An example of ESP with the aim of developing a learner's ability to function effectively in academic contexts, such as studying at an English medium university. |
| **6 EAP**<br>English for academic purposes | f | The learning of English over a sustained period in a context where English is generally the medium of communication. For example, this would include someone from China living and working in the UK. |

2 Here are profiles of learners of English. In each case, identify their purpose for learning English. Use the abbreviations above.

- Han is currently studying a course which focuses on writing essays, giving presentations and following recordings of lectures. She hopes to enrol at an English-speaking university, if she can pass the English language test required.
- Lucia is an Italian-speaking teenager who is studying English as one of her school subjects in Bologna. She also attends an English class twice a week in a local language school.
- Kazankiran is an asylum-seeker in Canada. She speaks Kurdish and Arabic, and is attending English classes with a view to settling in Canada permanently.
- Carmen, who is Brazilian, is the head of marketing in a large export company. She attends a one-to-one English class in Sao Paulo to help her in her business dealings, which are mainly with Middle Eastern clients.
- Kah-Yee is Malaysian and when she was at school, she learned mathematics in English. Her English lessons aimed to ensure that she could follow the mathematics lessons effectively.

## C Needs and needs analyses

1 Which of the five learners above are likely to have the most clearly specified needs?

2 Think about the questions below. When you are ready, discuss your ideas in small groups.

a How might the needs of an ESL learner vary from those of an EFL learner?
b How might the needs of an EAP learner vary from those of an EFL learner?
c In a CLIL context, where science is being taught through the medium of English, what sort of language content would you expect to be included?
d Can you think of any implications for teaching if a student is, or will be, a user of EIL (as opposed to using English in an environment in which English is the main language)?

3 How could you find out more about the needs of a particular learner or group of learners? What questions would you ask?

Work with a partner to write some questions which you could ask a member of your TP class.

When you are ready, compare your ideas with another group.

## D More differences

1 Read the quote from Graham Hall (above). As well as the learners' purpose for learning English, what other things might contribute to 'the diverse nature of ELT classrooms'?

2 Your trainer will allocate you either a), b) or c) below. Think about the needs of the learners, their likely motivations and any specific activity types that you think would, or would not, be appropriate.

a What are the similarities and differences between teaching:
- a group of 17–18-year-olds who are at B2 level of English and have just started an ESP course in business English?
- a senior manager of a local company on a 1:1 basis, who will shortly be travelling to the USA for a series of meetings?

b What are the similarities and differences between teaching:
- a group of 40 14-year-olds who share the same language, at a secondary school in a country where English is not spoken as a first language?
- a group of 15 14-year-olds of mixed nationality, studying a three-week course in the UK over the summer?

c What are the similarities and differences between teaching:
- an online general English class with 15 learners?
- an online general English class with one learner?

**KEY WORDS FOR TEACHERS**

Check you know the meanings of these terms.
- *EFL ESL CLIL EIL ESP EAP*
- *needs analysis*

**REFLECTION**

Complete these sentences:
1 One reason that there is no single 'correct' way to teach is that …
2 I would like to find out about the needs of my learners because …
3 I think I would be able to teach ESP in the area of …
4 EAP learners are likely to need …
5 If I had a very small class, I would try to …
6 If I had a very big class, I would try to …
7 In a class where everyone shares the same language, I would …
8 In a class where a variety of languages are spoken, I would …

## Reference

Hall, G. (2011). *Exploring English Language Teaching: Language in Action*. Abingdon: Routledge, p.4.

# 2  Learners as individuals

## A  Warm-up

1  Picture this scenario: You start teaching a new class and find that everybody in the class has more or less the same level of language proficiency. However, after several lessons you start to notice some quite big differences in learners' levels. Some appear to have made more progress than others.

What reasons can you think of for these differences emerging?

2  The following learners all study in the same Beginners (A1) English class. How might their language backgrounds impact on their progress?

| Name | Nationality | Languages spoken |
|------|-------------|------------------|
| Zhao | Chinese | Mandarin |
| Safia | Algerian | Derija (her local variety of Arabic), Modern standard Arabic and a little French from when she was at school |
| Sophie | French | French, German (from school) and Italian |

## B  Learner Preferences

1  Think back to a language learning experience of your own. What things did you like doing? Were there any things that you did not like doing?

Look at the statements in the questionnaire and say the extent to which you agree or disagree with them, based on your experience.

2  Compare your preferences with other people. Did you have exactly the same responses as your partners? What can you learn from this about planning and teaching lessons?

1. I like talking in groups about things that interest us.

    **disagree**   1     2     3     4     5   **agree**

2. I like studying grammar rules on my own.

    **disagree**   1     2     3     4     5   **agree**

3. I like it when the teacher explains grammar rules.

    **disagree**   1     2     3     4     5   **agree**

4. I like having my mistakes corrected.

    **disagree**   1     2     3     4     5   **agree**

5. I like translating sentences from my language into English.

    **disagree**   1     2     3     4     5   **agree**

6. I find it useful to review lessons when I get home.

    **disagree**   1     2     3     4     5   **agree**

7. I find language learning apps useful for reviewing new words.

    **disagree**   1     2     3     4     5   **agree**

8. I like playing games in class.

    **disagree**   1     2     3     4     5   **agree**

### C  Motivation

1  Think back to a learning experience of your own. Which factors drove you to make an effort? Was there anything that decreased your desire to learn?

2  Pick four items from the list below that you think are most important for promoting and maintaining motivation in a language classroom. Be ready to justify your choices.

- a favourable attitude to the target language culture and its speakers
- immediate opportunities to use the language outside class
- having a good rapport with classmates
- doing well in class and a feeling of progress
- using interesting materials/books in class
- knowing there will be regular tests and examinations
- the personality of the teacher
- liking the teacher's way of teaching
- having a specific long-term goal, e.g. work, study, travel

3  When you are ready, share your list with a partner. Look at your combined list of items and try to reduce it to four.

### D  Language learning strategies

1  Look at the difficulties (on the left) that these learners have with their English and in learning English. Can you think of any advice to help them?

2  Match the difficulty on the left with the most appropriate strategy used to compensate for it on the right.

**Learner A**

I get very nervous and anxious in English lessons …

**1**

… so I watch videos on the internet with subtitles.

**Learner B**

We learn a lot of new words but I often forget most of them …

**2**

… so I find information about topics and plan what I can say.

**Learner C**

I worry when I have to speak English in social situations …

**3**

… so I do some deep breathing exercises before I go to class.

**Learner D**

Listening is really difficult for me – people speak too fast!

**4**

… so I arrive early to class and talk to the teacher before class starts.

**Learner E**

I don't get to practise speaking very much …

**5**

… so I got an app on my phone and I make flash cards, which I look at a few times a week.

3 Which learner(s) …

    i   … decided they needed to control their emotions?

    ii  … decided they needed more social interaction?

    iii … realized that their learning wasn't working very well?

4 What advice would you give these learners?

    a  I need to improve my grammar – what can I do?

    b  I want to improve my vocabulary – what can I do?

    c  I want to improve my speaking – what can I do?

> Simply stated, language learning strategies … are purposeful mental actions … used by a learner to regulate his or her second or foreign language learning.
>
> Rebecca Oxford, 2018

## E Learner training

Learner training refers to the training given to learners to help them use strategies to become more effective in their learning and to be able to make the most of learning opportunities, both inside and outside the classroom.

1 Look at the coursebook you are using for TP. Does it provide any learner training? For example, is there a section in each unit that gives learning advice, or are there any questionnaires or other forms of guidance at the beginning of the book? If so, does the material present individual strategies, or several strategies together that share the same goal?

2 Look at the activities you will use in your next teaching practice lesson.

    i   Are there any opportunities to give advice to your learners on how to maximize their learning?

    ii  Which strategies do you think would help your class the most?

    iii How could you present the strategies?

### KEY WORDS FOR TEACHERS

Check you know the meanings of these terms.

- *learning strategies*
- *learner training*
- *learner autonomy*
- *learner preferences*

**REFLECTION**

Answer the questions.

1  From what you already know about the learners you are teaching, how similar or different are they, with regards to the things we have discussed in this unit?
2  What other individual factors might contribute to diversity in the classroom?
3  What practical things can a teacher do to make everyone feel equally valued and included in lessons?
4  Look at the quote from Bonny Norton. What are the advantages of teachers 'understanding the histories and lived experiences' of their learners? How might they attempt to do this?

> It is only by understanding the histories and lived experiences of language learners that the language teacher can create conditions that will facilitate social interaction both in the classroom and in the wider community, and help learners claim the right to speak.
>
> Bonny Norton, 2013

## References

Norton, B. (2013). *Identity and Language Learning: Extending the Conversation* (2nd edition). Bristol: Multilingual Matters, p.179.

Oxford, R. (2018). Language Learning Strategies. In A. Burns and J.C. Richards (eds.), *The Cambridge Guide to Learning English as a Second Language*. Cambridge: Cambridge University Press p.81.

# 3   What do teachers do?

## A   Warm-up

1   Who am I?

Listen to the clues that your trainer gives you. Can you guess what profession is being described?

2   What clues could you use to describe the work of a language teacher?

## B   Roles of teachers

1   Match what the teacher says on the left with their purpose for saying it, on the right.

| | |
|---|---|
| 1  I can see how much effort you put into your homework! That's great because you really are improving. | a  to correct learner output |
| 2  When I was listening to you in your groups, I heard someone say: '*Can you to swim?*'. How can we make the English better? | b  to give instructions |
| 3  Work with your partner and write five sentences. | c  to motivate and encourage |
| 4  Hi, Jorge – did you have a good weekend? | d  to check understanding of new language |
| 5  Look at this example: *I used to live in Athens.* Notice I don't live there now – it's finished, completed. | e  to build rapport in the class |
| 6  So, if you do something *on the spur of the moment*, do you plan it first? Do you think a lot? | f  to focus on language |

2   Look at the examples of teacher talk on the next page.

   i   Which two are eliciting language from learners?
  ii   Which one is building rapport?
 iii   Which one is checking an exercise?
  iv   Which two are part of managing the class?

**A**
After a modal verb – things like *will*, *may*, *might* – what sort of word do we need?

**B**
OK, stop talking to your partners now. Thanks. Monika – tell us about your group. What ideas did you discuss?

**C**
Alex, please stop talking now. Alex. Thank you. Listen to what Monika is saying.

[As learners come into the room]

**D**
Hello, Wang, how are you? Did you watch the football last night? What a game!

**E**
Good. Yes, the answer for question 3 is B. Good. And question 4? What's the answer for question 4?

**F**
What phrase can we use when we want someone to repeat something?

When you are ready, compare your ideas with a partner.

## C  Observation

1   Watch the lesson and complete Observation Task 14 on page 198.

2   Compare your notes with a partner.

3   Look back at the questions that were asked. Which questions were 'real' questions (i.e. the teacher did not already know the answer) and which ones were 'display' questions (i.e. the teacher invites the learners to display their knowledge about language)?

## D  Anticipating roles

A new teacher gets the following instruction:

> Use the grammar presentation on *used to + infinitive* on page 57 of the coursebook. Do the gap-fill exercise that follows, but also add another more communicative activity to practise the new language. Perhaps the learners could talk in groups about their childhoods, for example.

- What will the teacher need to do before the lesson?
- What roles will the teacher almost certainly need to fulfil during the lesson, or what things will they need to do?
- Can you anticipate any other roles that the teacher may need to fulfil, or what things they will need to do?

## KEY WORDS FOR TEACHERS

Check you know the meanings of these terms.

- *real question*
- *display question*
- *rapport*
- *eliciting*
- *checking understanding*
- *monitoring*

## REFLECTION

1 How do the roles of a language teacher (or things they do) compare with those of:
   – a maths teacher?
   – a tour guide?
2 Think back to a language learning experience of your own. Which teacher roles did you feel were most important? Why?
3 Look back at the observation sheet. Which things:
   - have you already performed when teaching?
   - have you performed in some other work role or as a student?
   - are you confident of performing?
   - do you think will take a lot of practice?
   - do you think can be made easier by planning what you will say or do during the lesson?
4 What roles will you need to perform in your next TP lesson?

# 4 Introduction to analysing language

## A Warm-up

1  Imagine language as a pyramid, with its features in descending order from the smallest features to the largest. Map these aspects of language onto the pyramid:

*phrases*　　　*sentences*　　　*sounds*　　　*syllables*　　　*texts*　　　*words*
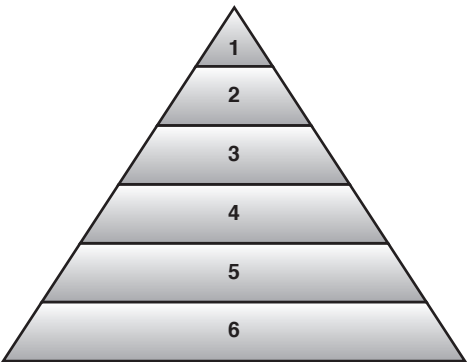
2  Can you think of other features of language that could go onto the pyramid?

> The answer to the question 'What do I teach when I teach English?' is, of course, 'language'. As we have been saying all along – if you're a language teacher, language should be your thing!
>
> Tim Marr and Fiona English, 2019

## B Basic concepts and terminology

1  Match the terms (1–10) with their definitions (a–j). For example: 10–h.

| Terms used to talk aboutlanguage | Definitions |
|---|---|
| 1  vocabulary | a  the rules that govern the way words are combined, adapted and sequenced in order to form sentences |
| 2  grammar | b  the purpose for which a language item is used, e.g. making requests; predicting |
| 3  structure | c  the place (in a text, or in the physical world) where an instance of language occurs |
| 4  concept | d  the way that language sounds when it is spoken |

| 5 function | e the area of language learning that is concerned with word knowledge |
|---|---|
| 6 register | f a continuous piece of speech or writing, having a communicative purpose and a distinctive organization |
| 7 pronunciation | g a pattern that generates examples, such as the present perfect: *I've seen …; she's met …; they've worked …* |
| 8 context | h the way that words or sequences of words are spoken or written, e.g. /miːt/ is written as *meat* or *meet;* the past of *meet* is *met* |
| 9 text | i the way that spoken or written language is adapted to its particular situation of use, such as its degree of formality, e.g. *Please remain seated* v *Sit down!* |
| 10 form | j the basic meaning of a word or grammar pattern, e.g. *You can go now* means *You are free to go now.* |

2 Read the following short text and identify:

a what type of text it is
b the context in which it is typically found
c its function
d its register
e any sets of words that relate to the topic of the text
f any distinctive features of its grammar

> For the perfect cup, use one teabag per person and add freshly drawn boiling water.
> Leave standing for 3–5 minutes before stirring gently.
> Can be served with or without milk and sugar.

3 What is the effect on meaning of making the following changes to the above text?

1 For the perfect cup → For a perfect cup
   e.g. 'the perfect cup' suggests we know which perfect cup – perhaps because there is only one; this can have a significant effect on meaning, as in 'The dog bit me' v 'A dog bit me'.
2 use one teabag → use one bag of tea: Can you think of other examples that follow the same pattern?
3 add freshly drawn boiling water → add boiling water: What kind of effect is the writer trying to create?
4 boiling water → boiled water: Finished or unfinished?
5 Leave standing → Leave to stand: The same or different?
6 Can be served → It can be served: Why is 'it' not necessary in this text?
7 Can be served → Should be served: Which one suggests more choice?

## c Syllabus decisions

For teaching purposes, the different aspects of language are often separated out and organized into a sequence to form a syllabus. Here, for example, are the first two units of an intermediate level course:

| | Learning objectives | Grammar | Vocabulary | Pronunciation |
|---|---|---|---|---|
| **Unit 1**<br>**And we're off!** | ■ Talk about personal achievements<br>■ Discuss good employee qualities<br>■ Make and respond to introductions<br>■ Write a comment on a blog post<br>■ Practice a job interview | ■ Tense review (simple and continuous)<br>■ Dynamic and stative verbs | ■ Describing accomplishments<br>■ Describing key qualities | ■ Saying the letter *y* |
| **Unit 2**<br>**The future of food** | ■ Talk about trends<br>■ Talk about preparing food<br>■ Make offers in social situations<br>■ Write the results of a survey<br>■ Create a plan to improve a restaurant | ■ Real conditionals<br>■ Clauses with *after, until, when* | ■ Describing trends<br>■ Preparing food | ■ Saying the vowel sounds /aɪ/, /i/, and /eɪ/<br>■ Listening for deleted /t/ sounds |

| Functional language | Listening | Reading | Writing | Speaking |
|---|---|---|---|---|
| ■ Meet someone you don't know; introduce someone to others<br>**Real-world strategy**<br>■ Respond to an introduction | | **Flipping your job interview**<br>■ An article on interview skills | **A comment**<br>■ A comment on an article<br>■ Agreeing and disagreeing | ■ Talk about a new activity<br>■ Talk about personal achievements<br>■ Describe your personal qualities<br>■ Play an introduction game<br>**Time to speak**<br>■ Ask and answer interview questions |
| ■ Make, accept, and refuse offers in social situations<br>**Real-world strategy**<br>■ Acknowledge an acceptance | **Cool food**<br>■ A conversation between friends | | **A report**<br>■ The results of a survey about eating habits<br>■ Reporting research results | ■ Talk about fusion foods<br>■ Discuss ideas to avoid food waste<br>■ Explain a favorite recipe<br>■ Offer food and drink to others<br>**Time to speak**<br>■ Present a restaurant rescue plan |

*Evolve Level 4*

1 Work in pairs. Here are some more items from the same coursebook syllabus. Decide which column they go into: Grammar, Vocabulary, Pronunciation, or Functional language.

- present and past passive
- make an apology and explain what happened
- saying /s/ or /z/ at the end of a word
- reported questions
- talking about time and money
- *was / were going to*
- stressing long words
- keep your listener engaged
- *I wish*
- saying long or short vowel sounds

2 Work in pairs. What factors might determine the choice of items to put into a syllabus?

## D Parts of speech

In English there are at least eight parts of speech (also called word classes). These are:

- ***nouns***, such as *cup, teabag, minutes*
- ***pronouns***, i.e. words that take the place of nouns, such as *it, they, ours*
- ***verbs***, such as *use, be, leave, stirring*
- ***adjectives***, such as *perfect, boiling*
- ***adverbs***, such as *freshly, gently*

- **prepositions**, such as *for, with, without*
- **determiners**, such as the definite article *the,* the indefinite article *a/an,* and words like *one, some, this,* when they go in front of nouns, as *one teabag*
- **conjunctions**, i.e. words that join parts of sentences, such as *and, or, that*

Many common words can function as different parts of speech, depending on their context. *Water,* for example, can be a noun (*a cup of water*) or a verb (*water the garden*). *One* can be a determiner (*one teabag*) or a pronoun (*would you like one?*)

Work in pairs. Identify the part of speech of each word in this text.

> *In the empty doorway many petals are scattered;*
> *As they fall they blend with the song of the birds.*
> *Slowly, the bright spring sun appears in the window*
> *And a thin line of smoke drifts from the incense burner.*

John Stevens, 1977

| In | the | empty | doorway | many | petals | are | scattered |
|---|---|---|---|---|---|---|---|
| preposition | determiner | adjective | | | | | |

| As | they | fall | they | blend | with | the | song | of | the | birds |
|---|---|---|---|---|---|---|---|---|---|---|
| conjunction | pronoun | | | | | | | | | |

| Slowly | the | bright | spring | sun | appears | in | the | window |
|---|---|---|---|---|---|---|---|---|
| | | | noun | | | | | |

| And | a | thin | line | of | smoke | drifts | from | the | incense | burner |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | |

## E Content words v grammar words

Unlike some languages, English doesn't have a lot of grammar in the form of verb endings (as in Russian) or noun cases (as in German). Instead, a lot of grammatical meaning is carried by the 'grammar' words. These act as the 'glue' that connects the 'content' words, i.e. those words that carry the main meaning.

1 Work in pairs. Look at the poem from the last activity.

1 Identify the content words. These are typically nouns, adjectives, verbs and adverbs. The first line has been done for you: the content words are underlined.

> *In the <u>empty</u> <u>doorway</u> many <u>petals</u> are <u>scattered</u>;*
> *As they fall they blend with the song of the birds.*
> *Slowly, the bright spring sun appears in the window*
> *And a thin line of smoke drifts from the incense burner.*

2 What is the proportion of content words to grammar words? (There are 39 words altogether).

3 Do you think this would be the same for most texts? Choose a text at random and check.

2 What do you notice about the grammar words? Here are some clues to help you: frequency, length, repetition, stress, novelty.

3 A very important sub-group of grammar words are auxiliary verbs (sometimes called 'helping verbs').

Look at this summary – from a coursebook – of the main uses of auxiliary verbs:

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**1.2** ▶ **Uses of auxiliaries (1): auxiliaries in verb forms**   **1B**  **4**  p11

- We make continuous verb forms with *be* + verb+*ing*:
  *I'm doing a Master's.* (Present Continuous) *She was hoping to do her first degree in four years.* (Past Continuous)

- We make perfect verb forms with *have* + past participle:
  *It's something I've (= have) wanted to do for ages.*
  (Present Perfect Simple)

- We make all passive verb forms with *be* + past participle:
  *I was told you were really enjoying it.* (Past Simple Passive)

- In the Present Simple and Past Simple we use a form of *do* to make questions and negatives: *Does she know this guy? I didn't think you were coming.*

**MODAL VERBS**

- We also use modal verbs as auxiliaries. The modal verbs are:
  *will*, *would*, *can*, *could*, *may*, *might*, *shall*, *should*, *ought to*, *must* and *have to*.

- Modal verbs are different from the auxiliaries *be*, *do* and *have* because they have their own meanings. Most modal verbs also have more than one meaning:

  *I'll see you at six.* (a promise)
  *I think we'll win.* (a prediction)
  *Can you pick me up?* (a request)
  *He can play the piano.* (ability)
  *You must be here at nine.* (obligation)
  *You must see that film.* (strong recommendation)

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*face2face Upper Intermediate*

Work in pairs or small groups.

a Think of the learners you are teaching now. Rate this explanation in terms of its clarity, economy and usefulness, from those learners' point of view.

b Assuming this is a review, at what stages in the learners' progress would they have likely met these points for the first time? (You might want to check with the coursebook you are currently using.)

c Can you think of any other uses of auxiliaries not mentioned here?

**KEY WORDS FOR TEACHERS**

Check you know the meanings of these terms.

- *form, concept*
- *structure, function, register*
- *phrase*
- *part of speech (or word class)*
- *syllable*
- *noun, verb, adjective, adverb, determiner, article, pronoun, preposition, conjunction*
- *content words, grammar words*
- *auxiliary verbs*
- *modal verbs*
- *text*

**REFLECTION**

This unit has introduced you to some key elements of language analysis – and a lot of terminology! Reflect on your language analysis skills at this point in time:

1   How would you rate yourself, on a scale of 1 to 10, in terms of the following?
    1   Your current understanding of the main concepts introduced in this unit.
    2   Your grasp of the terminology that has been used.
    3   Your familiarity with the resources available for self-development in this area.
    4   Your motivation to improve your language analysis skills.
2   Can you identify any specific language areas on which you would appreciate more clarification right now?

## Reference

Marr, T. and English, F. (2019). *Rethinking TESOL in Diverse Global Settings.* London: Bloomsbury Academic, p.230.

Ryokān, trans. Stevens, J. (1977). *One Robe, One Bowl: The Zen Poetry of Ryokān.* New York: Weatherhill, p.37.