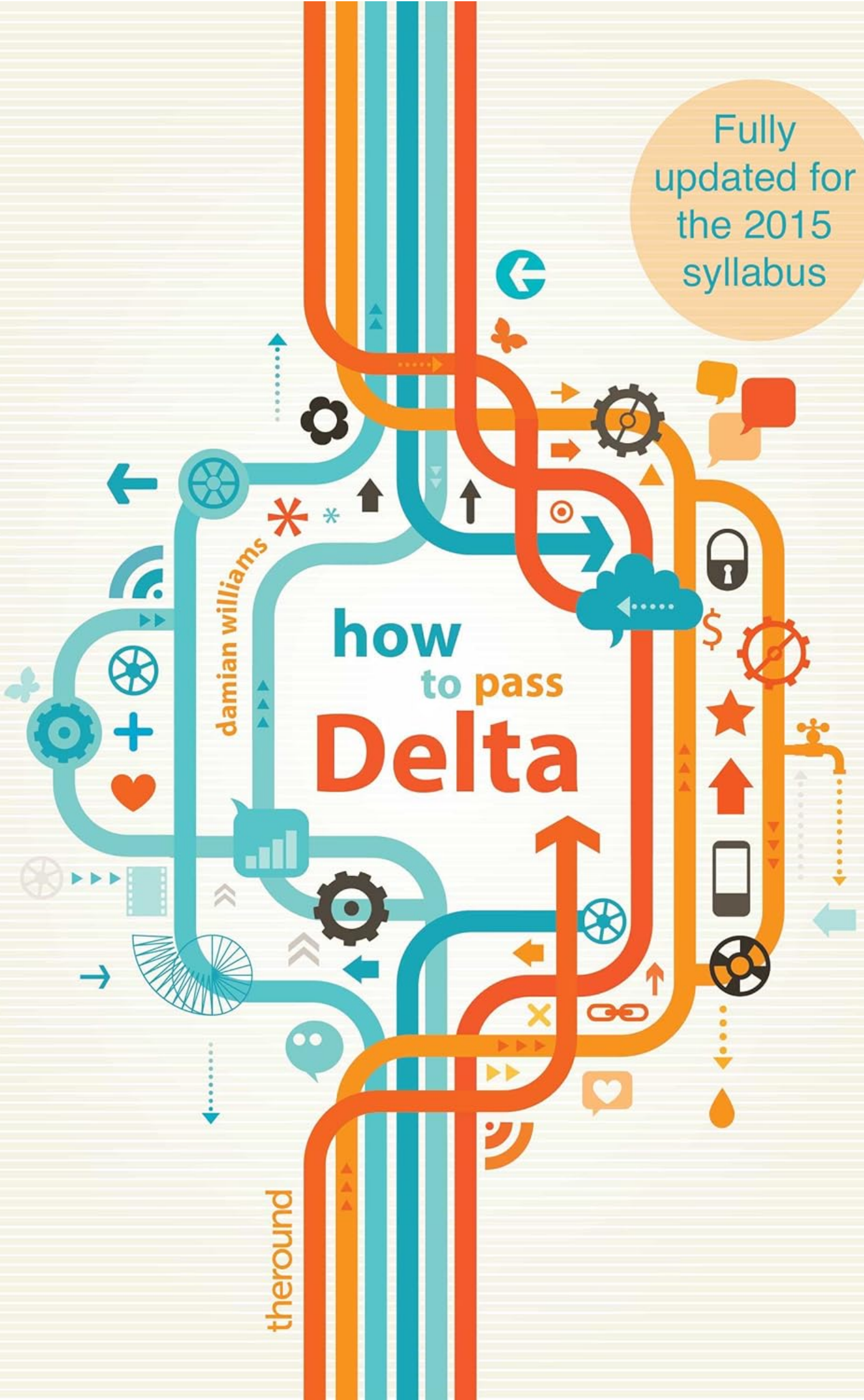


Fully updated for the 2015 syllabus

how to pass  
**Delta**

damian williams

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# **How to Pass Delta**

**by Damian Williams**

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# Introduction

## Why *How to pass Delta*?

One question that often comes up at the beginning of Delta courses is *Is there a 'book' for Delta?* Well, the easy answer to this is that there isn't. And neither could there be; it covers just too many areas, loosely categorised as follows:

1. pedagogy
2. research, teaching and course planning
3. development of a course participant's ability to synthesise information from a range of sources and to critically analyse that information.

However, from the initial stages in becoming familiar with course content right through to the final assessment stages, there are a several common issues which come up again and again. This book aims to collate all of that practical advice into one handy guide, along with a series of discovery activities which will help familiarise you with key elements of all three modules.

## What's included

- key questions to ask a centre when choosing a course
- discovery activities which help familiarise you with the key requirements of each part of the Delta
- a range of tips, specific to each component of the course, aimed at showing you **how to pass Delta**
- three key points at the end of the tips, the main points to remember for each component
- suggestions for reading based on the most popular sources
- a glossary of commonly confused terminology

The book takes the form of a *How to...* guide, and is divided into three parts:

**Part 1** deals with the Module 1 exam, setting out tips for each question in the exam paper.  
**Part 2** deals with Module 2, and gives you advice on passing each coursework component.  
**Part 3** gives practical tips on each part of the extended assignment for Module 3.

## What this book *isn't*

It is important to state quite clearly that this isn't a methodology book, but rather a collection of practical tips to help you with the coursework and exam. It is not designed to be used as a stand-alone method for doing the Delta, but rather as an accompaniment to a structured preparatory course.

A list of suggested reading is given at the end of the book, divided by topic. This list is not meant to be exhaustive, however, and in no way do I endorse any of these as being 'better' than others. They are simply the most popular sources for each area, based on my experience with Delta course participants over the years.

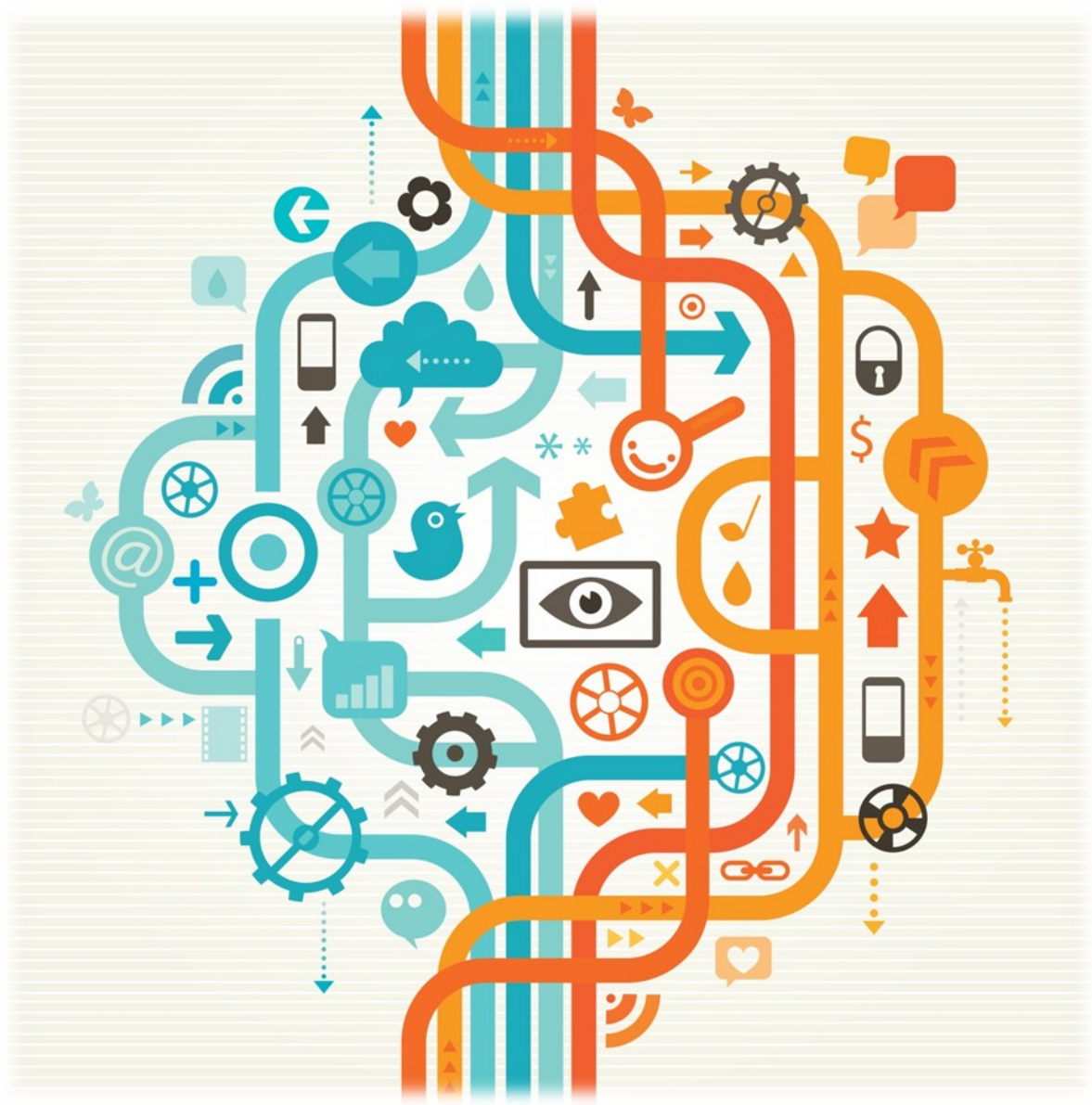
In the section on Module 3, sample layouts of each part of the assignment are given. It is important to remember that these are only suggestions aimed at helping you get started writing each part. The actual choice of layout will vary depending on the content of your assignment.

### **And finally ...**

Congratulations on making one of the most important decisions of your teaching career in deciding to take the Delta. You may feel like you're standing at the bottom of a mountain at the moment, and indeed there are some challenging days ahead. It will likely completely consume your life, and at times it may feel like it's all too much. But remember this: you are about to start a useful and rewarding journey of self-discovery, awareness and development, make some great friends, and ultimately become a much better teacher for it.

I hope you'll find this book to be a trusty companion along that journey.





## How to pass Module 1

# 1a Getting to know Module 1

## Overview of Module 1

**Title of module:** Understanding Language, Methodology and Resources for Teaching

**Assessment format:** a written examination consisting of two parts, each 1 hour 30 minutes

**Exam format:**

Paper 1			
Task	Focus	Task type	Time (mins)
1	terminology	labelling task	5
2	terminology	short written response	15
3	analysing published material	longer written response	15
4	analysing authentic material	longer written response	30
5	analysing a learner's work	longer written response	25
Paper 2			
Task	Focus	Task type	Time (mins)
1	analysing a test	longer written response	20
2	analysing published material	longer written response	25
3	analysing published material	longer written response	10
4	analysing resources, approaches, teacher roles, etc.	longer written response	40

For examples of what the exam tasks look like, see the individual sections on each task which follow.

## General tips for Module 1

- When it comes to approaches and methods, **don't memorise lots of important dates and names of people** behind the approach. It's the practical knowledge and its application which is tested, not the background information.
- Brush up on/learn **terminology**, especially relating to **pronunciation, cohesion/discourse, grammar/lexis** and **testing**. Check your understanding of the [list of commonly confused terms](#) in this book.
- Build up a list of terms you have trouble with. You could try using [Quizlet](#) to develop your own study resource. Sandy Millin has created a bank of terminology useful for those doing the Delta [here](#).
- Practise **looking through coursebooks** and reading **accompanying teacher's books**, which often offer valuable insights into the purposes and assumptions behind activities.
- Above all, remember that the Module 1 is **a test of your ability to work effectively under pressure**, rather than a test of 'how much you know' per se. **Practise exam tasks regularly**. People often say that the most difficult thing about the exam is getting enough done in the time available. Aim to do some practice tasks under timed conditions every week. **Little and often is the key**.
- **Use the same numbering as in the rubric** when writing answers in the answer booklet, in order to avoid any confusion (and potentially lost marks) when the examiner reads your script.
- Use **phonemic transcription** for all examples relating to pronunciation.
- Set your answers out **clearly and concisely**, using **bullet points**. The easier it is for the examiner to find marks, the happier they'll be (though they will of course find them anyway if they're there)!

### Questions to ask about a Module 1 course

In theory, it's technically possible to take the Module 1 exam without doing a preparatory course, and taking a course isn't a Cambridge requirement. However, **I would strongly advise against this**. There are some very good Module 1 courses offered, both online and face-to-face. They provide invaluable support in ensuring you succeed first time.

When choosing a course, however, there are some important things to consider:

- *How much exam practice is there on the course? Will you have access to past exam questions?*

There should be plenty of exam practice on the course. Exactly how much depends on the length and nature of the course itself, but you should at least be given the opportunity to do a mock exam. Ideally, there should be regular practice of individual tasks, too.

- *Are any of the tutors also examiners?*

Although it's not essential, having at least one examiner on the staff can provide very useful insights into how the exam is marked, what examiners are looking for, and ways to pick up marks.

- *What's the pass rate like?*

There is no specific pass rate to look for here, but asking about it should help you compare different courses.

- *How many hours a week does the course involve?*

This depends on the length of the course, but for a three-month course, the ideal is about six hours a week (including exam practice, reading, etc).

- *Are there opportunities to discuss the exam tasks with other candidates, either on online forums or in a class?*

This is really important. Being able to share ideas and ways of doing the tasks is really useful, even if it's just for moral support when you're finding it difficult.

- *Is the exam fee included in the cost of the course?*

This is an important factor in comparing the prices of courses. It's also worth asking if you can take the exam at the centre which is providing the course, especially if it's an online course. If not, you'll need to find out where the nearest exam centre is, and factor in travel costs.

# 1.1 How to pass Paper 1, Task 1

## What you do

In Paper 1, Task 1, you are given six definitions of terms related to language systems, skills, methodology and approaches and assessment, and you have to provide the correct term. There is one mark for each correct answer, and up to six marks for the question. You don't need to provide any additional comments, just the correct term.

## What it looks like

### Task One (5 minutes)

Provide the term for each definition below.

Write your answers in your answer booklet. Provide only **one** answer per question.

- a a clause which describes or defines a noun or a noun phrase
- b verbs which refer to a state e.g. belief, knowledge, feeling, and which are not normally used in the progressive form
- c a form of assessment which requires the use of several skills in order to complete
- d the process of adding an extra, unwritten consonant sound between the boundaries of two words in order to ease the flow of articulation
- e two related utterances by two speakers during conversation, where the second utterance is a response to the first, often following predictable patterns
- f the process of omitting a sound or sounds in rapid speech

## Practice

**1 Choose the correct term for each of the definitions in the exam task.**

- a 1 relative pronoun 2 relative clause 3 adjective
- b 1 stative verbs 2 a stative verb 3 dynamic verbs
- c 1 integrative test 2 summative test 3 speaking test
- d 1 intrusive sound 2 linking /r/ 3 intrusion
- e 1 response 2 adjacency pair 3 interview
- f 1 ellipsis 2 elided sound 3 elision

**2 Why are the other terms wrong?**

[Link to answers](#)

## Tips

- **Don't give more than one term.** If you're not sure whether it's one of two terms, providing both as alternatives will mean you're awarded zero marks. Choose one and stick to it.
- **Underline key words** in the definitions, especially things like process, plural or singular forms, spoken/written, etc.
- When you've come up with the term, make sure it **accurately reflects the key words in the definition** that you've underlined. Check carefully for spelling (e.g. *hypernym* vs *hyponym*), use of plurals, whether it describes a device or process, etc.
- The most **common areas** which come up in this task are grammar, pronunciation, and lexis. There is always one term related to assessment, and usually others related to skills and/or cohesion.
- **Don't spend too long on this task.** In the grand scheme of things, it's not worth very many marks. If you're not sure of an answer, don't spend ages agonizing over it. Put down your first guess, then come back to it later if you have time.
- If you don't know a term, **don't leave it blank.** You don't lose any marks for incorrect answers, so if you're not sure, guess.

## Three key points

*Give one term only.*

*Accurately reflect the definition.*

*Don't spend too long.*

## 1.2 How to pass Paper 1, Task 2

### What you do

Paper 1, Task 2 might be seen as the opposite of Task 1, in that you are given six terms, and you have to provide definitions for four of them. For each term, you can get marks for a core definition, an example and a further comment (even though the further comment is not mentioned in the exam rubric). You get one mark for each of these, and so a maximum of twelve marks for the question.

### What it looks like

#### Task Two (15 minutes)

Provide a definition and an appropriate brief example or illustration for **four** of the terms below. Write your answers in your answer booklet.

- a schwa
- b information gap activity
- c summative assessment
- d suffix
- e bottom-up processing
- f subordinate clause

### Practice

**1a Look at the statements about the *schwa* from the exam question above. Are they true (T) or false (F)?**

- 1 It's a vowel sound.
- 2 It's usually spelt -ee- or -ea-.
- 3 -oo- in *book* /bʊk/
- 4 It's produced with the tongue in the central position.
- 5 Lips are unrounded when it's produced.
- 6 It always occurs at the end of a word.
- 7 It's transcribed phonemically with the symbol /ə/.
- 8 It's never stressed.
- 9 It's a diphthong.
- 10 -ou- in *enormous* / ɪn: m əs/

11 It's the most common vowel sound in English.

12 It's only used in British English

**b Which of the true statements above:**

- are part of the core definition (CD)?
- is an example (EG)?
- are key further points (FP)?

**2 Look at the two answers to the sample Task 2a above. Which scored better, do you think? Why?**

**Candidate A**

**a Schwa**

**Definition:** Vowel sound produced with the tongue in a central position which is never stressed.

**Example:** the last syllable in 'enormous' / /ɒn:m əs/

**Further point:** It's the most common vowel sound in English.

**Candidate B**

**a Schwa**

*The schwa, a term derived from the Hebrew word 'shva', relates to a weak form of a short vowel sound in English. This doesn't occur with all vowels, but it's the most common vowel sound in English. It's known as a mid-central vowel sound, as when it's produced, the tongue is in the middle of the mouth (the middle of the vowel chart) and the lips are unrounded. It's a short vowel sound, not like diphthongs which consists of a glide between two sounds. It is a feature of spoken, not written English, and due to its frequency it's not difficult to think of examples, such as the 'a' in 'about', or the 'a' in 'sofa'.*

[Link to answers](#)

**Tips**

- Use **prompts** (*Definition: Example: Further point:*) to keep you focused and remind yourself of the necessary parts to include in your answer. This will also make it easier for the examiner to find marks.
- Make sure your definitions are **precise**, and that you are describing what makes this term different from similar ones. For example, in Candidate A's answer above, they show how the schwa is different from other vowel sounds by describing tongue position and the fact that it's never stressed.
- Only choose **four** of the six terms. If you answer more than four, only the *first* four will be marked.



- Make sure you revise **pronunciation** and **assessment** for this task, as they always come up, and will also be useful for Paper 1, Task 4 (pronunciation), and Paper 2, Task 1 (assessment).

### Three key points

*Use prompts.*

*Be precise.*

*Only define four terms.*

## 1.3 How to pass Paper 1, Task 3

### What you do

In Paper 1, Task 3, you are given a writing or speaking skills task from published ELT materials. You then have to identify language features which students would need to complete this task. You score one mark for a correctly stated feature, and a further two marks for each appropriate example, up to a maximum of 15 marks for the question. This means that to get full marks you need to state five features correctly and provide an appropriate example of each.

### What it looks like

#### Task Three (15 minutes)

The extract for this task is a speaking activity for Intermediate level learners.

Identify a total of **five key speaking subskills/features of discourse** that learners at this level would need in order to complete the activity successfully. Provide an example specific to this activity to support each choice.

Write your answers in your answer booklet.

#### Over to you

**1 Imagine you have been given some money to make some changes to your school. Discuss the benefits of the following ideas with your group, then choose which two options you would like to introduce. Give reasons for your opinions.**

- a new canteen/cafeteria
- new technology for the classroom
- hire more teachers (= smaller class sizes)
- a relaxation area
- an improved social program
- better furniture for the classrooms
- something else (your own idea)

**2 Tell the class what you chose and why.**

### Practice

**1** When answering this question, it's important to identify a range of both speaking subskills and features of discourse (including grammatical/lexical items) necessary to complete the task. Identify six features from each list below (twelve in total) that are relevant to the exam question. Remember that the speaking task in the exam question has **TWO** parts.

**Speaking subskills**

- 1 Clarifying / asking for clarification
- 2 Making and responding to requests
- 3 Giving advice
- 4 Expressing / asking for opinions
- 5 Meeting and greeting
- 6 Agreeing / disagreeing
- 7 Making complaints
- 8 Summarising / presenting results
- 9 Making and responding to suggestions
- 10 Making and accepting/declining offers
- 11 Turn-taking
- 12 Interpersonal / social skills

**Features of discourse (grammatical and lexical items)**

- 13 Collocations
- 14 Conditionals (for giving reasons/examples)
- 15 Reported speech
- 16 Future forms
- 17 Comparative structures
- 18 Articles
- 19 Causative conjunctions
- 20 Relative clauses
- 21 Present simple
- 22 Question forms / tag questions
- 23 Appropriate lexis
- 24 Prepositions

**2a** Match each example below to one of the relevant features in exercise 1.

a *I'm not sure about that.*

- b *Were we to increase the number of teachers, it might not necessarily achieve the results we hope for.*
- c *chairs, tables*
- d *Everyone in our group agreed that ...*
- e *What exactly do you mean?*
- f *Tablets would be easier to use than laptops.*
- g *recognising falling intonation to indicate that someone has finished speaking*
- h *... because of the size of the classroom.*

**b Which two examples aren't appropriate for the level (either too simple or too complex)? Can you think of more appropriate examples?**

[Link to answers](#)

### Tips

- **Check the rubric carefully**, as it may ask you not to include a certain (type of) answer.
- Make sure you provide a **range of different types of subskills/features of discourse and grammatical/lexical items**. For speaking, include both functions and language features, and for writing, also consider areas such as layout, organisation, etc.
- You don't get extra marks for providing additional examples, so **don't waste time listing lots of examples** for each feature.
- Stick to identifying features **necessary to complete the task**, not just features which might come up during the discourse. This is particularly true for lexis – imagine what lexis learners will **need** to complete the task, not what they **might use**.
- If you have time, **provide six features** in order to give yourself some leeway. This task is different from tasks 1 and 2 in this respect, as your best five will be marked. Don't provide any more than this, though, or you'll be spending too long on this question.
- **Record yourself and a colleague doing similar tasks from coursebooks**, to a strict time limit. You can then listen to the recordings and note down the essential subskills/features of discourse that you used in order to complete the task.

### Three key points

*Provide a range of answers.*

*Only give features necessary to complete the task.*

*Give six features.*