

CELTA PRE INTERVIEW TASK

You may like to refer to a grammar book to help you with certain sections of this task.

Suggested titles are:

Practical English Usage (new edition) - Michael Swan (O.U.P.)

English Grammar in Use – Raymond Murphy (Cambridge University Press)

Grammar for English Language Teachers - Parrott, M. (Cambridge University Press)

Oxford Guide to English Grammar - John Eastwood (O.U.P.)

Alternatively, the following web site addresses may also be of use:

<http://dictionary.cambridge.org/grammar/british-grammar/>

<http://esl.about.com/cs/grammar/>

<http://www.edufind.com/english/grammar/index.cfm>

<http://www.chompchomp.com/terms.htm>

PART ONE – Language Awareness

A. Identify the underlined and numbered parts of speech from the following text.

Example: 1. 'I' = subject pronoun

"I (1) thought no more of Jean Charvin, but (2) by chance I met (3) him (4) next day on the road. He was (5) coming towards me. He carried a (6) black dispatch-case under (7) his (8) arm, and except for the (9) pink and white stripes (10) of his uniform and the ugly round straw hat that concealed his handsome (11) head of hair, you might (12) have taken him for a young lawyer on his way to court."
(from *A Man with a Conscience* by Somerset Maugham)

B. Name the underlined and numbered tenses (or verb phrases) in the following text and comment on the meaning. (You may need to research in a grammar reference).

Example:

1. *was waiting* = past progressive (or continuous) used to talk about an activity that took place over a whole period of time

As I was waiting (1) in line at the immigration counter, I became (2) aware of the fact that I was surrounded by people of my own nationality once again. I had been (3) away for almost five years and I was no longer used to their accents and style of dressing. Finally, my passport was stamped (4) by a man who welcomed me back home and I exited into the arrival lounge of the airport. My parents were there to greet me. 'You haven't changed (5) at all,' said my mother as she hugged me. My father avoided saying anything personal.



‘Not a very good welcome home, I’m afraid. It’s raining (6) outside,’ he said. I suddenly felt that coming home was a big mistake.

C. When studying verb phrases with foreign learners, it is often necessary to analyse the form of each verb phrase, that is, to break it down into its component parts. If we take the first example from the text above, we can analyse the form in the following way:

I	was	waiting
	past continuous (or progressive) =	
subject	+ was / were	+ verb + ‘-ing’ (or present participle)

Now identify the name of the following underlined verb phrases (or tenses) and analyse their form in a way that is similar to the above example.

- I’ve been living here for more than ten years.
- I’ll be leaving here on Friday.
- Toyota cars are made in Japan.

D. Look at the following pairs of words and explain the difference between them:

- rob and steal
- sensible and sensitive
- foreigner and stranger

PART TWO - Pronunciation

A. List the number of syllables and mark the stressed syllable in the following words:

Example: photo - 2 syllables

- photograph photographer photographic
- politics political politician

B. In the following two-line conversation, decide which word in B’s reply is stressed.

Example: A: Where do you come from?

 B: I come from Wellington.

- A: Do you come from Wellington?
B: No, I work in Wellington.



2. A: Which one do you want to buy?
B: I want the green one.
3. A: Do you want to buy the green one?
B: No, I want to rent it.
4. A: I'm six foot.
B: No, how old are you?

PART THREE – Teaching & Learning

A. Answer the following in 2 or 3 sentences:

1. How would you get students talking in class?
2. What are some of the reasons for and against teaching grammar rules?
3. How important are listening and reading when learning a foreign language?
4. What is a good way of teaching vocabulary?
5. What are the main reasons for and against correcting students' mistakes?

B. How would you most easily convey the meaning of the following to a group of language learners in the classroom? Do not use a dictionary definition. Assume a mixed nationality class – so no translation possible.

1. to switch (something on)
2. secretary
3. Congratulations!
4. reliable
5. manage to do something (as in 'she managed to pass the exam')

C. *Below are different stages in an English language lesson that aims to develop reading and speaking skills. The lesson centres around a written text that discusses The Greenhouse Effect on the planet. However, the order of activities is illogical.*

Order each of the activities to make the lesson flow.

Write a brief rationale explaining why you have chosen your particular order.

For example: I have placed activity X after activity Z because students will need to understand that language before moving on to the next task.

Activities:

- a) The teacher gives students a task that checks detailed understanding of the text.



- b) Students talk about what they know about the greenhouse effect and how it affects the planet.
- c) The teacher gives students a task that checks general, overall understanding of the text.
- d) Students discuss their ideas of how the greenhouse effect could be reduced in their countries.
- e) The teacher clarifies the meaning of important vocabulary items in the text.
- f) The teacher gives the students the text.

