



PRE-INTERVIEW TASK SHEET

The CELTA Application Form may be handwritten and sent by post or fax to:

International House Bangkok

64 Silom Rd., Suriyawong, Bangrak, Bangkok 10500 Thailand. T +66 2 632 6790-2 F +66 2 632 6792

Or typed and sent electronically to: celta@ihbangkok.com

Please note: You must use the answer booklet provided on page 4 in the CELTA application form that can be downloaded from the website. Your answers may be hand-written or typed.

It should be pointed out that whilst you are not expected to have the pre-requisite knowledge to complete the task at this stage without the use of such resources; it is assumed that you ought to be able to complete the task satisfactorily having consulted them. You should also keep in mind that your competency in written English is being assessed as well as the accuracy of your answers to the questions.

We use your performance on this task to identify strengths and weaknesses in your application at the interview stage in order to provide guidance in how you can best prepare for the course. It is vital therefore, that the task is completed independently of any other applicant / person.

You will probably need to refer to a grammar book to help you with certain sections of this task.

Recommended titles are:

Grammar Books

How English Works – Michael Swan and Catherine Walter (O.U.P)

English Grammar in Use - Raymond Murphy (C.U.P)

Grammar for Teachers Books

Grammar for English Language Teachers - Martin Parrott (C.U.P)

Practical English Usage (3rd edition) - Michael Swan (O.U.P.)

Phonology Books

Sound Foundations – Adrian Underhill (Macmillan)

How to Teach Pronunciation – Gerald Kelly (Longman)

Books on Teaching EFL

The Practice of English Language Teaching- Jeremy Harmer (Longman)

Learning Teaching- Jim Scrivener (Macmillan)

Alternatively, the following web site addresses may also be of use; however, we consistently find that applicants who rely only on these websites tend to do rather worse than applicants using one of the above texts.

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

<http://www.aitech.ac.jp/~iteslj/links/ESL/>

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

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

http://www.ruthvilmi.net/help/grammar_help/



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PART ONE - GRAMMAR

1.1 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 that concealed his handsome (11) head of hair, you might (12) have taken him for a young lawyer on his way to court."

(*'A Man with a Conscience'* by Somerset Maugham)

1.2 Name the **underlined** and **numbered tenses** (or verb phrases) in the following text and comment on the meaning.

Example:

was waiting = *past progressive (or continuous) used to talk about an activity in progress that was interrupted*

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.

1.3. 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 in line...

past continuous (or progressive) =

subject + *was / were* + *verb + '-ing' (or present participle)*



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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.

7. I've been living here for more than ten years.
8. I'll be leaving here on Friday.
9. Toyota cars are made in Japan.

PART TWO - VOCABULARY

2.1 In English, there are many words that are pronounced in the same way, but the spelling is different, for example, '**passed**' and '**past**'. These kinds of words are called **homophones**. Sometimes in written English, native speakers make a mistake by using a homophone incorrectly. For example: I past all of my exams.

Correct the homophone mistakes in the following sentences:

1. He kept a complete supply of chocolate hidden in the draws of his desk.
2. The fence was only supported by two polls at either end of the field.
3. As a child I was never aloud to watch television more than two hours a day.
4. At the border the guard waived us through.
5. I was delighted to discover that I had been excepted to read history at Oxford.

2.2 *How would you explain the difference in meaning between the following pairs of words and phrases to a learner of English? Try to use language in your explanations which you would expect a learner to be able to understand easily.*

6. Overweight - Fat
7. Win - Beat
8. She's at the school - She's at school
9. I play football - I am playing football



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PART THREE – PRONUNCIATION

3.1 Think of a person that you know who does not speak English as their first language. What difficulties does he/she have with phonology? List at least three.

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

Example: photo - 2 syllables

- | | | |
|---------------|--------------|--------------|
| 1. photograph | photographer | photographic |
| 2. politics | political | politician |

3.3 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.
- A: Which one do you want to buy?
B: I want the green one.
- A: Do you want to buy the green one?
B: No, I want to rent it.
- A: I'm six foot.
B: No, how old are you?



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PART FOUR - TEXT

4.1 Rewrite the following text **punctuating** it and changing any words to make it seem more **natural**.

Example: This is your ...

this is your invitation to cruise onboard the worlds most famous ship and experience the worlds most famous ships unequalled reputation for style comfort and personalised service in january nineteen ninety six queen elizabeth two embarks on queen elizabeth twos annual world cruise and queen elizabeth two will again offer new zealand passengers unique and affordable opportunities to experience a slice of the ultimate adventure

4.2 Are there any words or expressions in the above passage [*i.e.* 4.1] which you think might be difficult to understand for a learner whose knowledge of English is already good but not yet perfect?



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PART FIVE - TEACHING AND LEARNING

5.1 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.

5.2 Describe different activities that you imagine language teachers use in the classroom. Say why you think they would be useful for learners.

(200 – 300 words)

5.3 What do you think are the specific difficulties of English for the learner?

(200 – 300 words)