

Overview

This Pre-Interview Task is a series of activities to be completed and submitted with your application form. The activities may be challenging so you are recommended to take time over them. We do not assume prior knowledge of English grammar and pronunciation terms, but this is an opportunity for you to become familiar with the types of task involved in CELTA and English language teaching and learning.

This is not an examination! You are encouraged to take all the time you need, and to consult books and online information in order to complete the tasks.

Some recommended grammar books are:

- An A - Z of English Grammar & Usage - Geoffrey Leech (Nelson)
- A Basic English Grammar - John Eastwood & Ronald Mackin (O.U.P.)
- Oxford Guide to English Grammar - John Eastwood (O.U.P.)
- Practical English Usage (new edition) - Michael Swan (O.U.P.)

Some good websites include:

- <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/

There are four main sections to the task, all of which you should attempt:

- Grammar and Error Analysis
- Vocabulary
- Pronunciation
- Teaching and Learning

Good luck, and if you have any questions about the pre-interview task, or CELTA in general, please don't hesitate to contact us!

A. GRAMMAR AND ERROR ANALYSIS**A 1. Parts of speech**

During the CELTA course, trainee teachers have to learn a lot of grammar concepts and terms.

Read the following sentences then decide what part of speech has been underlined in each sentence. Choose the term from the box on the following page.

Number 0 is an example and has been done for you. The same term may be used more than once.

- | | |
|---|--|
| <p>0. The <u>cat</u> sat on the mat.</p> <p>1. <u>My</u> favourite author is Kazuo Ishiguro.</p> <p>2. I think I've seen <u>this</u> film before.</p> <p>3. <u>Love</u> conquers all.</p> <p>4. She skipped <u>merrily</u> down the street.</p> <p>5. Rockefeller was the <u>richest</u> man in the USA.</p> <p>6. She glared at me and told me the job was <u>hers</u>.</p> <p>7. Pamela is very <u>motherly</u>.</p> <p>8. <u>Madrid</u> was the capital of a vast empire.</p> <p>9. What <u>a</u> fuss you're making about nothing!</p> <p>10. I really don't mind <u>reading</u> over it for you.</p> <p>11. That's <u>the</u> book I've been looking for.</p> <p>12. I like <u>her</u> very, very much.</p> <p>13. <u>We</u> can't get enough of this new TV series.</p> <p>14. I really <u>shouldn't</u> eat so much cheese.</p> <p>15. <u>Are</u> you going out tonight?</p> <p>16. There isn't much <u>rice</u> left.</p> <p>17. Paul, <u>who</u> comes from Glasgow, retired last year.</p> <p>18. They say <u>elephants</u> are aware of their own mortality.</p> <p>19. Beat the egg mixture, and pour <u>over</u> the potatoes.</p> <p>20. Spain's climate is getting hotter and <u>drier</u>.</p> | <p><u>countable noun</u></p> <p>_____</p> |
|---|--|

countable noun	uncountable noun	adjective
	possessive pronoun	possessive adjective
definite article	indefinite article	subject pronoun
object pronoun	modal verb	relative pronoun
adverb	comparative	superlative
	preposition	proper noun
auxiliary verb		gerund

A 2. Verb tenses

Verbs are an extremely important category of words, and can be put into different tenses with endings (like *-ed, -ing*) and in combination with auxiliary verbs (such as "be" or "have").

Read the following sentences. The verbs are underlined. For each verb (word or verb phrase), identify:

- a) the name of the tense,
- b) how the tense is formed including any endings and/or auxiliary verbs,
- c) why this tense is used here.

Here is an example for you:

1. More and more British people are considering a new life in the sun.

- (a) Present continuous tense
- (b) Am/is/are + gerund
- (c) Used for an action or trend that started in the past and is continuing in the present (i.e. has not yet finished)

2. Last year, Sheila travelled to Germany on business.

- (a)
- (b)
- (c)

3. I think it's going to rain.

- (a)
- (b)
- (c)

4. Is that a knock at the door? I'll get it.

- (a)
- (b)
- (c)

5. Sorry I can't make the meeting tomorrow morning. I'm seeing a client.

- (a)
- (b)
- (c)

6. Oh no! I've left my passport at home!

- (a)
- (b)
- (c)

7. When I arrived home, I discovered that someone had stolen the TV.

- (a)
- (b)
- (c)

A 3. Error analysis

Teachers not only provide the correct answer - they have to explain why. In the following sentences, (a) correct the error, and (b) explain the error. Here is an example for you:

1. How many time is left until break time?

Correction: How *much* time ...

Explanation: 'Time' is used here as an uncountable noun. 'Much' is used for uncountable nouns and 'many' for countable nouns.

2. I've got three childrens.

Correction:

Explanation:

3. Yesterday, I've gone to the shopping centre to buy a pair of jeans.

Correction:

Explanation:

4. How long do you know Mohammad?

Correction:
Explanation:

5. He's the most fastest runner on the football team.

Correction:
Explanation:

6. I'm looking for a pair of reds shoes.

Correction:
Explanation:

B. VOCABULARY

B 1. Register

*Some words are neutral in tone, while others sound more formal or informal.
Complete the table below. An example has been done for you.*

Register			
Options	More formal	Neutral	More informal
Brave, gutsy, gallant	gallant	brave	gutsy
Give, chip in, contribute			
Can't stand, detest, hate			
Hit, bash, strike			
Get a move on, hasten, hurry			
Important, momentous, big			
Joke, kid, jest			
Quit, resign, leave			
Guy, gentleman, man			
Get together, assemble, meet			
Go-ahead, permission, consent			
Poor, destitute, hard up			
Loaded, wealthy, rich			

B 2. Meaning

How would you teach the meaning of the following words to a class of English language students?

- (a) Judge (noun)
- (b) Carrot
- (c) Gallop (verb)
- (d) Curious
- (e) Get on with (e.g. get on with brothers and sisters)
- (f) Flabbergasted

PRONUNCIATION
C 1. Syllables

Put the words from the lists below into the table, according to the number of syllables each word contains.

- Horse; horses; horsey; bit; bridle; tame; tamed; untamed; saddle; saddled; unsaddled; wild; wilder; wildest; jockey; jockeying.
- Legible; illegible; approach; approachable; like; likes; likely; likeable; do; doable; undoable.
- Mountain; valley; estuary; peninsula; river; woodlands; promontory; topography; geology.

Number of syllables			
1	2	3	4
Horse			

C 2. Stress patterns

One syllable in each word carries the stress. An unstressed syllable can be shown as a small circle, and a stressed syllable as a bigger circle.

Here are some examples:

The stress in 'tree' can be represented as ○

The stress in 'mother' can be represented as ○ ○

The stress in 'elephant' can be represented as ○ ○ ○

The stress in 'represent' can be represented as ○ ○ ○

Write the words in the following list in the table below, according to their stress pattern:
Sceptical; ball; merchant; classes; understand; merciful; greetings; sugary; sweet; sleep;
persevere; manifest; autumn; winter; spring; summer; thirty-two; thousand; seventy.

Stress pattern			
○	○ ○	○ ○ ○	○ ○ ○
		Sceptical	

C. TEACHING AND LEARNING

Please write your answers to the tasks in this section on a separate sheet.

D. 1. The learner in context

Roberto, 47, is a Brazilian student in a language school. In Brazil, he is a successful businessman, with a wife and three children. His company has sent him to the UK for two months to improve his English for professional purposes. Now three weeks in, he seems quite unmotivated in class and is making little progress. Outline what the particular challenges might be for an adult student like Roberto, and what can be done to deal with these difficulties.

Write approximately 200 words.

D.2. Personal statement

Why are you applying for the CELTA course? Write a personal statement including your motivation for training as an English language teacher and how this course fits in with your future plans.

Write approximately 300 words.