# **CAMBRIDGE CELTA PRE-INTERVIEW TASK**

**Name:** **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** **Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**The purpose of this task is to help you focus on some of the aspects that will be discussed during the interview, and topics which are covered on the CELTA course. Try to keep your answers simple and practical – lengthy answers are not required. Please read the instructions carefully and proofread your responses to check for typos and to ensure you have completed all the questions in full.**

**Referring to one or more of the resources below will help with the grammar questions**

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 useful websites include:**

<https://www.thoughtco.com/esl-grammar-4133089>

<https://www.ef.com/wwen/english-resources/english-grammar/>

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

**ERROR CORRECTION:**

Look at the following errors. State **why** it is incorrect and write the corrected version.

**Example:**

I buyed some milk at the corner shop this morning.

* **(error)** “Buy” is an irregular verb
* **(correct version)** “I **bought** some milk at the supermarket this morning.”
1. I’ve seen her last night.
2. They likes apples.
3. He normally travels with a lot of luggages.

**IDENTIFYING PARTS OF SPEECH**

Indicate the term used to describe the following words in the sentence below. E.g. noun, verb, adjective, adverb, pronoun, article, preposition etc.

1. He was a kind man and frequently helped those in need.

**PRONUNCIATION**

**Task 1**

How many syllables are there in the words below and which is the stressed syllable in each of them? Underline the stressed syllable and write the number of syllables on the line, as in the example below.

Example: ge**o**graphy = 4 syllables

a. actor \_\_\_\_

b. permit (verb)\_\_\_\_\_

c. permit (noun)\_\_\_\_\_\_\_\_

d. sociology \_\_\_\_

e. practitioner

**Task 2**

Match the sentences 1 – 6 with the appropriate responses, ‘A’ or ‘B’ according to which word is **stressed.**

1. Is that Rebecca’s sister? A) No that’s my **sister.**

2. Is that your aunt? B) No that’s **my** sister.

1

2

3. Where’s your car? A) I haven’t **got** a car.

4. Let’s drive there. B) I haven’t got a **car.**

3

4

**Task 3**

In terms of **pronunciation**, which word is the odd one out in each list below and why?

1. a) break b) make c) leap d) wait

**Vocabulary**

How would you convey the meaning of these three items of vocabulary to a class of multilingual adults? Consider the **most direct and effective methods** that don’t simply **depend on teacher explanations and definitions. Give a clear outline of what you would do in the classroom**, and say how you would focus on pronunciation, spelling and word class (noun/verb etc)

1. avocado

2) to stride

**CONTEXTUALISING LANGUAGE: GRAMMAR**

Consider this pair of utterances and describe a simple situation when you would say each one.

A) You should study hard.

B) You should have studied hard.

**Lesson planning**

The aim of the lesson below is for students to practise their listening skills using a short (two minute) radio piece on a bicycle hire scheme in Paris, its successes and associated problems. Below are activities which make up this listening lesson. However, they are in a random order. Number them in a logical order, and then briefly explain your choices. The first two stages are numbered below and the reason for these choices is given as examples. Complete the grid below.

(a) Play the two-minute radio piece in short sections.

(b) The teacher shows pictures of Paris and a bicycle hire sign – the teacher asks the students if they’ve been to Paris and if they like cycling (1)

(c) Get students talking in a role play where roles include teenager, young professional, city councillor and motorist, and the objective is to debate this scheme being extended to our city.

(d) Play the whole two-minute radio piece.

(e) Teach specific vocabulary from the listening text that the students might find problematic.

(f) The teacher sets a task that checks general understanding of the radio piece.

(g) The teacher sets a task that checks understanding of specific details and facts in the radio piece.

|  |  |  |
| --- | --- | --- |
| Order | Activity | Reason |
| 1 | B | To generate interest in the topic and relate it to the student’s personal experience. |
| 2 | E | To help the students understand the listening material more easily. |
| 3 |  |  |
| 4 |  |  |
| 5 |  |  |
| 6 |  |  |
| 7 |  |  |

**THE LANGUAGE LEARNER:**

There are many roles that a language learner adopts in the classroom. Which **two** (from the list below) do you think are the most applicable for an adult learning English? Briefly explain why (approx. 100 words).

a) participant b) student c) researcher d) pupil e) learner

f) communicator g) resource h) performer i) observer j) memoriser

**Reflections on this task**

1. How have you found doing this pre-interview task? Interesting? Challenging? Boring?
2. What have you learnt from your experience of completing it?

Write **200-250 words** answering the questions above.