



CELTA Pre-Interview Task

We recommend one of the following books/websites to help you with this task:

- *Grammar for English Language Teachers* by Martin Parrott
- *English Grammar in Use with Answers: A Self-study Reference and Practice Book for Intermediate Learners* by Raymond Murphy
- *Practical English Usage (new ed.)* by Michael Swan
- <http://esl.about.com/cs/grammar>
- <http://learnenglish.britishcouncil.org/en/english-grammar>

Section 1: Grammar

- Identify the underlined parts of speech in the following sentences. Use one of the suggested books to help you.

E.g. I'm really excited about the party! **Adverb**

a) She went home for the holidays.

b) They are studying for their exam at the moment.

c) Jose hadn't experienced an earthquake before coming to Queenstown.

- Analyse the grammatical form of the underlined parts of these sentences. Use a grammar book to help you.

E.g. <u>I've been to Paris three times.</u>	<b>Present perfect</b>	<b>subject + have + past participle</b>
a) <u>She went</u> home for the holidays.		
b) <u>They are studying</u> for their <u>exam</u> now.		

c) <u>Jose hadn't experienced</u> an earthquake before coming to Queenstown.		
d) <u>I'm visiting</u> my aunt in Wales this weekend.		

- Provide a sentence for each of the following verb forms. Try to think of an example that isn't from the books.

E.g. Past continuous (or progressive) = ***I was running when I tripped over.***

a) *going to* future =

b) present perfect continuous =

c) past perfect =

d) past continuous =

## Section 2: Phonology

- How many syllables are in the following words?

Example: forget = 2 syllables

1. Forgetful

2. Forgetfulness

3. Chocolate

4. Camera

Now try to mark the stress on each word:

Example: foget - the stress is on the second syllable. (Say the words out loud to help you hear where the stress is)

1. Forgetful

2. Forgetfulness

3. Chocolate

4. Produce (verb)

- Match the words that have the same vowel sound.

Example: swan + long (both have the vowel sound /ɒ/)

<u>f</u> ine	<u>s</u> end	<u>l</u> ove	<u>f</u> orm	<u>b</u> ird
<u>l</u> aw	<u>w</u> orm	<u>h</u> igh	<u>c</u> up	<u>e</u> gg

1.

2.

3.

4.

5.

Based on the above exercise, make a brief comment on the relationship between spelling and pronunciation in English.

---

---

---

Section 3: Lexis

- In some languages (for example Norwegian) there is only one word for the words **shade** and **shadow**. How would you demonstrate the difference between the words **shade** and **shadow** for your students? Think about visual aids you might use and questions you could use to check their understanding.

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

Which of the following words are countable and which are uncountable? Which can be both and what is the difference?

time    table    authority    dream    tomato    laptop    water    sheep

Countable	Uncountable	Both

Differences:

---

---

---

---

Section 4: Teaching and Learning

- Imagine you are going to teach a class of beginners. It's their first lesson. What would you teach them? What would you use to teach this? What difficulties do you think you might face?

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

### Section 5: Punctuation and Spelling

- Below is a text with punctuation and spelling errors. Underline and correct the errors.

how do we all develop language the linguist noam Chomsky belived that having bean born with an innate knowledge of grammer we dont need anyone to teach us the grammar of our native language once they have started to speak children automatically speak grammatically there is support for this theory from studys of child language showing that children use the correct word order with out ever having been taught what that order is

In contrast the pschologist b f skinner believed that children must be taught language because what they do is copy modals they immitate everything they here around them and in this way learn the rules of they're native language but an intresting arguement against this is that the amount of time it would take four a child too imitate everything they heard would actually exceed the age of the earth

