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

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

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

PART ONE: Language Awareness

A. Read the text below.

THE WORST VOYAGE

Mr. William Smith of Norfolk sailed from Scotland to Great Yarmouth in 1978. En route, he overshot Bridlington harbour by 400 yards and rammed a jetty as he was trying to turn round. After missing Great Yarmouth by some 90 miles, he eventually ran aground off the Kent coast.

A full-scale search for the boat was hampered by the change in its appearance. On leaving Scotland it was black, but when rescued, it had become dark green. ‘While I was sitting on the sand banks, I decided to pass the time by painting the boat,’ explained Mr. Smith.

As he entered Yarmouth harbour, Mr. Smith collided with a small boat and narrowly avoided colliding with a large yacht. He also succeeded in knocking several guard rails off a trimaran and getting the ropes of a cargo vessel wrapped around his mast.

Mr. Smith is now considering sailing to Australia. ‘He won’t be going if I can help it,’ said his wife. ‘He needs his head looking at’.

Identify the different parts of speech of the highlighted words in the text. Write the appropriate letter in the space provided:

1. by \_\_\_ a. quantifier
2. turn round \_\_\_ b. conjunction
3. some \_\_\_\_\_\_\_ c. countable noun
4. eventually \_\_\_ d. preposition
5. full-scale \_\_\_\_ e. auxiliary verb
6. had \_\_\_\_\_ f. indefinite article
7. sitting \_\_\_\_\_\_ g. adjective
8. sand banks \_\_ h. phrasal verb
9. a \_\_\_\_\_\_ i. present participle

10. and \_\_\_\_\_\_ j. adverb

B. Look at the pairs of sentences in the box below. For each pair you should:

* Identify the name of verb form (underlined in the examples)
* Analyse the form of each verb phrase (i.e. break it down into its component parts)
* Discuss the difference in meaning / use between the examples.

Use the example as a guide.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Name of Verb Form | Form | Meaning/Use |
| a. She speaks Spanish.  b. She’s speaking Spanish. | Present simple  Present continuous | Subj + base form + ’s’/’es  Subj + am/is/are + verb + ing | This is a fact. She has the ability to speak Spanish.  This action is happening at the moment. |
| a. I’ve seen him this morning.  a. I saw him this morning. |  |  |  |
| a. He’s lived in France for 20 years so he must know some French.  b. You must go to Paris if you visit France. |  |  |  |
| a. He left when I arrived.  b. He’d already left when I arrived. |  |  |  |

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

|  |  |
| --- | --- |
| Words | Difference in meaning |
| 1. rob and steal |  |
| 2. sensible and sensitive |  |
| 3. skinny and slim |  |
| 4. to glare at someone and to stare at someone |  |
| 5. a talent and a skill |  |

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PART TWO: Pronunciation

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

Example: photo - 2 syllables

1. photograph photographer photographic

2. politics political politician

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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. What is a good way of teaching vocabulary?

4. What are the main reasons for and against correcting students’ mistakes?