

Please complete the tasks as *neatly*, as *carefully* and as *fully* as you can **by hand**. You may refer to a dictionary and a grammar. Recommended grammar reference books and dictionaries:

*English Grammar in Use – Raymond Murphy (Cambridge University Press)*  
*Practical English Usage – Michael Swan (Oxford University Press)*  
*How English Works – Michael Swan And Catherine Walter (Oxford University Press)*

Please make and keep a copy of this task as you may be asked to discuss some of your answers during the interview.

Name:

### 1. LEARNING

There is a lot to learn about teaching in a very short period of time.

a) How would you characterise yourself as a learner?

b) What is your preferred learning style?

- For example:
1. Watch it done and copy it
  2. Read the theory of it and try to apply it
  3. Try it out and get feedback on it
  4. Work it out for yourself
  5. Or...

### 2. TEACHING

Answer the following in **2 or 3 sentences**:

i. How would you get students talking in class?

ii. What are some of the reasons **for** and **against** teaching grammar rules?



iii. How important are listening and reading when learning a foreign language?

iv. What is a good way of teaching **vocabulary**?

v. What are the main reasons **for** and **against** correcting students' mistakes?

### 3. THE TEACHER

a. In your opinion, which of the following jobs would best prepare a person for language teaching (choose **one** only):

- |   |  |  |                                       |
|---|--|--|---------------------------------------|
| <input type="checkbox"/> sports coach       | <input type="checkbox"/> tour group leader | <input type="checkbox"/> social worker | <input type="checkbox"/> lecturer     |
| <input type="checkbox"/> driving instructor | <input type="checkbox"/> actor/actress     | <input type="checkbox"/> nurse         | <input type="checkbox"/> sales person |

Why?

b. In the light of the above, why do you think YOU are suited to language teaching?

### 4. TEACHER TALK

**Re-phrase** the following "teacher talk" in language that an **elementary learner might understand**.

a. If you wouldn't mind opening your books to page 23, please.

b. What might you ask someone if you wanted to find out how to get to the post office?

c. Jot down the answers and then swap with your neighbor.

**SECTION ONE: Language Awareness**

**Task 1: Focus on Parts of Speech**

Read the following sentences and **categorise** the words into their correct parts of speech:

Nouns	Verbs	Adjectives	Adverbs	Articles	Conjunctions	Pronouns
<i>man</i>						

**The old man spoke fast and always turned red when he was nervous.**

**Task 2: Focus on Tenses**

a) In each of the following sentences **underline the verb(s)** and **identify the tense(s)**

**Example:**

I'm reading a very good book at the moment.

I'm reading a very good book at the moment. - **Present Continuous**

1. I've been in Italy since 2006. \_\_\_\_\_
2. Mark's been updating all the old documents. \_\_\_\_\_
3. As soon as he arrived he went to reception. \_\_\_\_\_
4. I think I'll go to Florence next month. \_\_\_\_\_
5. My friend had already left when I got to the party. \_\_\_\_\_
6. By the end of 2006, I'll have completed my research. \_\_\_\_\_



- b) **Analysing language for teaching:**  
Analyse the form of the tense in **ONE** of the examples given in 2, 5 **OR** 6 above.

**Example:**

**am reading** - Present Continuous

**Simple Present tense** of the verb 'to be' (am, is are) + base form of verb+ing

**Negatives:** am not, isn't, aren't + base form of verb+ing

**Questions:** Am, Is, Are + subject + base form of verb+ing

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### Task 3: Grammar Transformation

Complete the sentences at (b) so that they give the same meaning as the sentences at (a), as in the example:

- (a) The book was written by my brother in 1976.  
(b) My brother **wrote the book in 1976.**
1. (a) "I wish I hadn't eaten so much," said Mary.  
(b) Mary regretted \_\_\_\_\_
2. (a) "You shouldn't go running as you're feeling ill, Peter," Alison said.  
(b) Alison advised Peter \_\_\_\_\_
3. (a) "Why don't we see a film?" suggested Robert.  
(b) Robert suggested \_\_\_\_\_
4. (a) "Where's the supermarket?"  
(b) He asked \_\_\_\_\_
5. (a) "Hi John. Well done for passing the test." said Rose  
(b) Rose congratulated \_\_\_\_\_



**Task 4: Meaning**

a) **Grammar**

What would you say to a student who asked you to explain the difference in meaning between these pairs of sentences?

1. a) He's been to Germany.  
b) He went to Germany.

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2. a) I used to live there.  
b) I'm used to living there.

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3. a) I am reading a novel.  
b) I read novels.

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b) **Vocabulary**

The following pairs of words often cause confusion among students. Give an example sentence for each item. The context should make the meaning of the items clear.

1. hinder/prevent

*High interest rates will hinder economic growth. (X hinders Y)*

*The police prevented the demonstrators from approaching the entrance to the embassy.  
(X prevents Y from doing something)*

2. in the end/at the end

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3. ground/floor

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Task 5: Spot the Error, Correct and Explain

Read the following sentences

- i) **Underline** the errors – they can be errors of grammar or vocabulary.
- ii) **Correct** the sentence
- iii) How would you **explain** the nature of the error to the student?

Example

- i) How much people does he know?
- ii) How *many* people does he know?
- ii) 'much' is used with uncountable nouns such as *water, sugar etc.*  
'many' is used with countable nouns such as *pencils, children etc.*

1. i) I've received your letter on Monday.

ii) \_\_\_\_\_

iii) \_\_\_\_\_

2. i) He was wounded in a car accident.

ii) \_\_\_\_\_

iii) \_\_\_\_\_

3. i) He opened the letter when he had got home.

ii) \_\_\_\_\_

iii) \_\_\_\_\_

4. i) He asked the boy what did he say.

ii) \_\_\_\_\_

iii) \_\_\_\_\_

5. i) The cricket ball pierced the window.

ii) \_\_\_\_\_

iii) \_\_\_\_\_

**Task 6: Register and Appropriacy**

Look at the conversation between friends. Rewrite it as though it were **2 people who don't know each other**.

Mary: Hey Tom.  
Thomas: Yeah?  
Mary: Open the door for me!  
Thomas: Sure.  
Mary: Thanks.  
Thomas: No problem.

Speaker A: \_\_\_\_\_

Speaker B: \_\_\_\_\_

Speaker A: \_\_\_\_\_

Speaker B: \_\_\_\_\_

Speaker A: \_\_\_\_\_

Speaker B: \_\_\_\_\_

**Task 7: Focus on pronunciation**

1. Match the words with the correct stress patterns -- 1 to 6 - below.

- |                    |                      |                   |
|--------------------|----------------------|-------------------|
| 1. <u>o</u> o      | 4.    o <u>o</u> o o | 7. <u>o</u> o o o |
| 2.    o <u>o</u> o | 5.    o o <u>o</u> o |                   |
| 3. <u>o</u> o o    | 6.    o o <u>o</u>   |                   |

e.g. **policeman** 2

teacher \_\_\_    beautiful \_\_\_    carpenter \_\_\_    souvenir \_\_\_

photographer \_\_\_    interpret \_\_\_    admirable \_\_\_    presentation \_\_\_

electrician \_\_\_    moral \_\_\_    mechanic \_\_\_    dentist \_\_\_



SECTION TWO: TEACHING

Task 1:

You want your group of adult beginner students to be able to **talk about their hobbies** and what they do in their free time. What would you, the teacher, do to help them? Think about the vocabulary and grammatical structures the students would need. How would **you teach** them the new language? How would you give the students practice in using the language? Be prepared to elaborate on or clarify your ideas at interview.

Task 2:

Read and answer the following questions in continuous prose.

How would you establish and keep rapport with a group of adult learners?

What are the benefits of having the learners work in pairs or groups in class?

## Declaration

Please read the following conditions carefully. Sign each section, and sign and date the final statement.

GIGA reserves the right to reject any application without explanation.

X \_\_\_\_\_  
(applicant's signature)

Acceptance of an application does not automatically mean reservation of a place on the course. A place is only considered reserved once the acceptance letter has been received and the appropriate fee paid.

X \_\_\_\_\_  
(applicant's signature)

The CELTA course is very intensive and challenging. Candidates should be aware that the demands of the course may exacerbate any condition that is likely to be aggravated by stress.

X \_\_\_\_\_  
(applicant's signature)

Attendance is required at all sessions for the entire duration of the course. Candidates are expected to make a total commitment to fulfilling all the requirements of the course.

X \_\_\_\_\_  
(applicant's signature)

**Please send the completed application form along with the completed application task and a recent passport size photograph.**

**The fee once paid is non-refundable. In cases of withdrawal from the course, refunds are given only in very exceptional circumstances and solely at the discretion of the Teacher Training Admission Executive and the Director of GIGA Int'l School of Languages.**

**I understand and accept the above conditions.**

Signature \_\_\_\_\_

Date \_\_\_\_\_