

CELTA Pre-Interview task

Please complete this pre-interview task carefully. Along with an interview, this is an important factor in being accepted onto the CELTA course at IH Sydney.

Educational background (highest qualification – specify area):

Languages (specify level of proficiency):

Professional background:

Relevant experience (for CELTA):

Future plans (related to CELTA):

Part A: Personal opinions

In order to help you prepare for the interview and to give us a clearer picture of each applicant, please answer the following questions about yourself. Write between 100-150 words for each question.

1. Why do you want to take the CELTA course? Describe any teaching experience you have had already and how this might prepare you for this course.

2. What do you think are important aspects of an effective English language lesson? What do you think can be challenging for ESL teachers?

3. What's your view on receiving feedback from people other than your tutors on the course? How do you feel about giving your peers feedback on their lessons?

Part B: Proofreading written work

The course has a strong focus on accuracy of English language use, not only when teaching in the classroom but also, for example, when writing course assignments.

There are some spelling and punctuation errors (not grammatical) in this paragraph. Please rewrite the paragraph in the box below, using CAPITAL LETTERS for the corrections.

Apart of been an English teacher is helping students to improve there accuracy when writing, therefore its essential that you can identify and correct errors in students written work. If your not confident in this area or are not use to doing this you should try doing some practise exercises. Accuracy is one of the CELTA course criteria and has to be shown in order for candidate's to pass the course.

Part C: Simplifying your teacher talk

You want all students in your class to be able to understand and follow what you say. Simplifying your own language can help with this.

Rephrase the following so that they are simple and short:

For example:

So what I'd like you to do now is to get into pairs and talk amongst yourselves about this question.

Get into pairs. Talk about this question.

If I were to ask you what the name of this tense is, would anybody be able to tell me?

Could you possibly say what you just said again more loudly so that the other students in the class are able to hear you?

Part D: Language awareness

The following tasks are to help us assess your current knowledge of language and your ability to research if necessary. Please remember to write your answers in simple English so that low level learners could understand.

Analysing meaning

English learners often confuse the meaning of different tenses, words or phrases.

For each example below, describe the difference in meaning. Then provide some technique(s) (apart from just explaining the difference) that you could use to help the students understand the difference:

For example:

a) I don't feel like going to work.

b) I don't like going to work.

Difference:

a) This is a temporary feeling, maybe as you wake up in the morning.

b) This is more of a permanent state – you feel like this every day.

Techniques:

For sentence a) I could show a picture of a person with a smile on Monday, Tuesday but on Wednesday show a person with a frown. Then to compare, for sentence b) show the person with a frown on Monday, Tuesday, Wednesday, and Thursday. I could then ask: Which one happens every day? (b)/ sometimes?(a)

1a) They mustn't go to that meeting.

1b) They don't have to go to that meeting.

2a) I've been emailing him all morning.

2b) I've emailed him.

3a) When we arrived at work, she left.

3b) When we arrived at work, she'd left.

4a) Everybody is so tired at these meetings.

4b) These meetings are so tiring.

5a) Can I help you with that?

5b) Can you help me with this?

Analysing form (rules/ structure)

Learners of languages need rules and structures so they can make their own sentences accurately.

Change the given sentence and then provide the rule/ structure (not the meaning) for that new sentence:

For example:

This is Past Simple: 'The company held an important meeting.'

Make it Past Continuous and write the rule/ structure (not Meaning) for the Past Continuous:

Past Continuous:
The company was holding an important meeting.

Structure:
S + was/ were + ing (present participle)

1. This is Past Simple (Active): 'The director brought in the new policy.'

Make it Past Simple Passive and write the rule/ structure (not meaning) for the Past Simple Passive:

2. This is the 2nd conditional: 'I'd leave this job, if I found another one.'

Make it 1st conditional and write the rule/ structure (not meaning) for the 1st conditional

3. This is a comparative: 'Our company is bigger than yours.'

Make it a superlative and write the rule/ structure (not meaning) for the superlative

Analysing pronunciation

Learners of English often find word stress and syllables difficult in English.

Look at these word families and choose the correct pattern (from the options below) based on syllables and word stress:

X x	xX	Xxx	xXxx	xXxxx	xxXxx	xxxXx
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For example

prefer (v)

xX

preference (n)

Xxx

import (n)

import (v)

operate (v)

operational (adj)

industry (n)

industrial (adj)

photograph (n)

photographer (n)

economy (n)

economical (adj)

equal (adj)

equality (n)

Often learners of English have difficulty with the pronunciation of certain words.

Look at the following and identify the potential problem(s):

Word	Potential pronunciation problem
honest	<i>For example: students might pronounce the 'h' sound rather than the silent 'h'</i>
answer	
close	
bicycle	
cough	
row	

Thank you for doing this pre-interview task. Please note that during the interview, you may be asked some other questions about language awareness which can also help us to further assess your application.