

# Celta task version b essay



**ASSIGN  
BUSTER**

Teacher Development Centre Cambridge CELTA Application Task: Version B

Language Awareness and Teaching Ideas VERSION B Name:

\_\_\_\_\_ Date of Application: \_\_\_\_\_ 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. 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 dog Verbs Adjectives Adverbs Articles Conjunctions

Pronouns A small dog ran quickly down the road. It rounded the corner and vanished from my sight. 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. At the station I realised I'd left the tickets at home. \_\_\_\_\_ 2. I've been to Paris.

\_\_\_\_\_ 3. As soon as he got home, he rang his parents. \_\_\_\_\_ 4. I'll have finished my homework by Sunday night.

\_\_\_\_\_ 5. John's been working very long hours at work. \_\_\_\_\_ 6. I think I'll order the

vegetarian dish. \_\_\_\_\_ The United Kingdom's international organisation for cultural relations and educational opportunities. The British Council is registered in England (No 209131) and the Singapore branch (T09FC0012J) as a charity (No 0768). Cambridge

CELTA Application Task b) Analysing language for teaching: Analyse the form of the tense in example 2, 4 or 5 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) It would be foolish to disagree over it. (b) Let's

\_\_\_\_\_ 2. (a) He arrived at the party at 8. She left at 7. 45. (b) When he arrived at the party \_\_\_\_\_ 3. a) I rewarded him with \$20 for finding my wallet. (b) He was

\_\_\_\_\_ 4. (a) "Who is Diana?" he asked. (b) He asked

\_\_\_\_\_ 5. (a) He can only pass if he studies harder. (b) Studying harder

is \_\_\_\_\_ The United

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Cambridge CELTA Application Task 3 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 Paris. b) He's gone to Paris. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ 2. a) I mustn't speak so fast. b) I don't have to speak so fast.

\_\_\_\_\_

\_\_\_\_\_ 3.

a) If I go to Bali, I'll stay in Ubud. b) If I went to Bali, I'd stay in Ubud.

\_\_\_\_\_

\_\_\_\_\_ 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. stay/live

\_\_\_\_\_

3.

boring/bored \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_ 2. i)

I’ll send you to the airport. ii)

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

\_\_\_\_\_

\_\_\_\_\_ 3. i)

I would come and see you tomorrow. See you at 10 o’clock. ii)

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

\_\_\_\_\_

\_\_\_\_\_ 4. i)

She asked me where did I come from. i)

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

\_\_\_\_\_ 5. i)

The coffee machine is spoilt. ii)

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

\_\_\_\_\_ The

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Anna: Hey Sal. Sally: What? Anna: Turn that TV down would you? I’m trying to work. Sally: Ok, ok, how was I supposed to know? Anna: Thanks. Sally: Any time. 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. 2. 3. 0 0 0 4. 0 5. 6. 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 e. g.

policeman 2 artist \_\_ musician \_\_ secretary \_\_ analysis \_\_ engineer \_\_  
accountant \_\_ photograph \_\_ architect \_\_ academic \_\_ librarian \_\_ father \_\_  
amazing \_\_

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Cambridge CELTA Application Task 6 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. How would you establish and keep rapport with a group of adult learners? Think of at least 4 ways. What are the benefits of having the learners work in pairs or groups in class? The United Kingdom's international organisation for cultural relations and educational opportunities. The British Council is registered in England (No 209131) and the Singapore branch (T09FC0012J) as a charity (No 0768).