

## Cambridge CELTA Courses

### PRE-INTERVIEW LANGUAGE AWARENESS TASK

Name Oscar Taylor

If you would like to be considered for interview, please complete this task on a separate piece of paper and return the answers to us with your application form.

The following books may be useful for reference for some questions:

Practical English Usage	Swan	OUP
Grammar for English Language Teachers	Parrott	CUP
Oxford Advanced Learners Dictionary		OUP
Longman Dictionary of Contemporary English		Longman
Macmillan English Dictionary for Advanced Learners		Macmillan
Teaching English Grammar	Scrivener	Macmillan

#### 1 Verb Forms

Write an example sentence to illustrate each of the following verb forms and underline the relevant form

**Example: (Future Perfect) *By the time he gets there, everyone will have left.***

- a) Present Continuous
- b) Present Simple
- c) Past Simple
- d) Present Perfect Simple
- e) Past Continuous
- f) Present Perfect Continuous
- g) Past Perfect
- h) Future Simple
- i) Future Continuous

#### 2 Meaning and Use

How would you explain the difference in *meaning* or *use* between the following pairs of sentences?

- a) *He teaches English.*
- b) *He's teaching in room 5.*
- c) *I've seen him this morning.*
- d) *I saw him this morning.*
- e) *He needn't have gone to the police station.*
- f) *He didn't need to go to the police station.*

# Cambridge Celta Language Awareness Task

**R Bogdan**



## **Cambridge Celta Language Awareness Task:**

**Debating in Teaching and Learning English** Ben Wilson, 2024-04-18 This book offers the first full length treatment of the topic of debating as a method of developing English Foreign Language EFL speaking inviting scholars and practitioners to reflect on the demands of the current age for moving forward educational practice While debating is a well known method of dialogic speaking and is widely practiced the extent to which it is integrated in adult TEFL has not been established and an understanding of its affordances for developing foreign language speaking is also limited This book fills the gap in the field of TESOL and applied linguistics on the affordances of debating as a form of dialogic speaking that can promote a holistic understanding and improvement of experience of education and indeed academic outcomes The two main themes that situate the work are those of dialogic speaking and affect at times referred to as humanistic positive psychology and social and emotional learning The book details the experiences of an adult EFL debate group in a private language school in the North of Italy It reports how the participants experience the pedagogy so as to offer insights into it as a form of teaching speaking in adult EFL as well as providing a practical framework with lesson plans and curriculum The affordances of debating emerge as being social cognitive educational and communicative and are discussed alongside the work of language teaching scholars Curran and Freire and more broadly within a Social Constructivist approach to education As such debating is discussed as being a holistic and dialogic form of pedagogy Particular attention to experience often affective is also found to be fundamental in planning and assessing educational outcomes for both teachers and learners *Inglés. Investigación, innovación y buenas prácticas* Susan House, Ramiro Duran Martínez, Valerie Howard Hobbs, Mei Lin, Amos Paran, Maria Rosa Alonso Alonso, Matthew Benjamin Banks, Lourdes Cerezo García, 2011-08-09 Los capítulos tratan sobre el desarrollo del profesorado y se incluyen los siguientes temas el desarrollo y mantenimiento de sus habilidades la aplicación de la práctica reflexiva el desarrollo de habilidades de pensamiento y el fomento de la autonomía de los estudiantes en la enseñanza del Inglés como lengua extranjera la realización de investigaciones educativas el desarrollo de técnicas de evaluación la comprensión y la corrección de los errores de los alumnos y la preparación para el prácticum Cada capítulo incluye tareas para consolidar la información así como actividades de evaluación más exhaustivas The eight chapters in this book address the question of teacher development including maintaining and developing teacher skills applying reflective teacher practice developing thinking skills and fostering student autonomy in ELT carrying out educational research developing assessment techniques understanding and correcting students errors and preparing for your Practicum Each chapter includes tasks for consolidating the information and more extensive assessment tasks **Tracing the Development of Language Awareness** Heather Murray, 2003 **Building the Self-Efficacy Beliefs of English Language Learners and Teachers** Mark Wyatt, Farahnaz Faez, 2024-02-20 Building the Self Efficacy Beliefs of English Language Learners and Teachers explores juxtaposes and bridges two fields of research that have developed separately the self efficacy beliefs of English

language learners and the self efficacy beliefs of English language teachers The aim is to expand understanding in each field and highlight how the two areas can mutually inform each other This should encourage fresh perspectives providing direction for researchers and improving learning teaching and teacher education Empirical research suggests that English language learners and teachers who believe they can fulfil a task are more likely to succeed than those who believe they cannot Based on a deep understanding of how self efficacy beliefs are formed and developed this book illustrates how such beliefs can be supported and researched amongst English language learners and teachers Bringing together the work of educators and researchers working in contexts including Algeria Bulgaria Canada China Iran Israel Japan T rkiye the UK the USA and Vietnam this volume includes meta analyses largely focusing on quantitative data and empirical studies employing qualitative approaches and mixed methods Studies included examine factors impacting the development of language teachers self efficacy beliefs and investigate domain specific dimensions of the self efficacy beliefs of English language learners and teachers This rigorous and original volume will appeal to an international readership of scholars teachers teacher educators and researchers with interests in language education teacher education TESOL linguistics and educational psychology

[Diversity and Inclusion in English Language Education](#) Ann-Marie Hunter,2023-07-28 This edited volume takes an expansive no nonsense view of the spectrum of English language learners to address their varied backgrounds and their wide range of needs worries motivations and abilities Each chapter addresses a key area and group of students to enable English language teachers to come away with the knowledge and skills they need to support their students The contributors who represent a diverse range of voices themselves cover essential topics including dyslexia neurodiversity linguistic inclusion deaf students LGBTQI students racial and cultural inclusion and more Accessible and grounded in cutting edge research this book features key concepts methodologies and strategies that will encourage reflection and inclusive pedagogy An invaluable resource for students researchers and professionals this volume demonstrates how English language education can be a force for transformative change and social inclusion

**Teaching English Abroad** Susan Griffith,2005 Fully revised new edition of the definitive guide to short and long term opportunities around the world for both trained and untrained teachers in the booming field of teaching English as a foreign language Contains substantial chapters on finding work in over 20 countries where EFL is a major industry including lists of language schools which hire English teachers Plus full information on how to become qualified the role of recruitment agencies what to take etc

**The Routledge Handbook of Materials Development for Language Teaching** Julie Norton,Heather Buchanan,2022-03-16 The Routledge Handbook of Materials Development for Language Teaching is the definitive resource for all working in this area of language and English language teaching With 34 chapters authored by leading figures from around the world the Handbook provides an historical overview of the development of language teaching materials critical discussion of core issues and an assessment of future directions The contributions represent a range of different international contexts providing insightful state of the art

coverage of the field Structured in nine sections the Handbook covers changes and developments in language teaching materials controversial issues in materials development research and materials development materials for language learning and skills development materials evaluation and adaptation materials for specific contexts materials development and technology developing materials for publication professional development and materials writing Demonstrating throughout the dynamic relationship between theory and practice this accessible Handbook is essential reading for researchers scholars and students on MA programmes in ELT TESOL and applied linguistics *Encyclopedia of Language and Education* Nancy H. Hornberger, 2007-11-20 In this second fully revised edition the 10 volume Encyclopedia of Language and Education offers the newest developments including two new volumes of research and scholarly content essential to the field of language teaching and learning in the age of globalization In the selection of topics and contributors the Encyclopedia reflects the depth of disciplinary knowledge breadth of interdisciplinary perspective and diversity of sociogeographic experience in the field Throughout there is an inclusion of contributions from non English speaking and non western parts of the world providing truly global coverage *Alternative Travel Directory, 1998* Clay Hubbs, 1998 *About Language* Scott Thornbury, 1997-03-13 This book raises the issue of what a teacher needs to know about English in order to teach it effectively It leads teachers to awareness of the language through a wide range of tasks which involve them in analysing English to discover its underlying system **Linguistics and Language Behavior Abstracts**, 2005-04 The CELTA Course Trainer's Manual Scott Thornbury, Peter Watkins, 2007-08-10 The CELTA Course is the only CELTA preparation course endorsed by Cambridge ESOL It provides full coverage of the CELTA syllabus in a ready to use course The CELTA Course is divided into user friendly sections Input sessions 40 units on The learners and their contexts Classroom teaching Language awareness and Professional development Teaching practice Classroom observation Written assignments and tutorials Resource file The Trainee Book includes a range of material to be used in input sessions helpful advice about the course and a wealth of useful reference material The Trainer s Manual includes suggestions on how to best use the material with trainees as well as help and advice on how to prepare trainees for teaching practice lesson observations written assessment and tutorials **The CELTA Course Trainee Book** Scott Thornbury, Peter Watkins, 2007-08-10 The CELTA Course is the only CELTA preparation course endorsed by Cambridge ESOL It provides full coverage of the CELTA syllabus in a ready to use course The CELTA Course is divided into user friendly sections Input sessions 40 units on The learners and their contexts Classroom teaching Language awareness and Professional development Teaching practice Classroom observation Written assignments and tutorials Resource file The Trainee Book includes a range of material to be used in input sessions helpful advice about the course and a wealth of useful reference material The Trainer s Manual includes suggestions on how to best use the material with trainees as well as help and advice on how to prepare trainees for teaching practice lesson observations written assessment and tutorials Assessing Language Teachers' Professional Skills and

Knowledge Rosemary Wilson, Monica Poulter, 2015-01-31 The growth in English language teaching worldwide and the related increase in teacher training programmes of all kinds highlight the need for greater accountability in the assessment of teachers. The need for formal summative assessment has taken on greater importance in training programmes and requires procedures which do not always sit easily with the development process while transparency of assessment procedures is also increasingly demanded by the candidates themselves. This edited volume discusses key issues in assessing language teachers' professional skills and knowledge and provides case study illustrations of how teacher knowledge and teaching skills are assessed at pre-service and in-service levels within the framework of the Cambridge English Teaching Qualifications. The volume provides discussion of ways in which the changing nature of English language teaching has impacted on teacher education and assessment, examples of specific assessment procedures for both teaching knowledge and practical classroom skills, accounts of the ways in which the Cambridge English Teaching Qualifications have been integrated into and adapted for local contexts. This is the first volume of its kind wholly dedicated to language teacher assessment and as such will be of interest to language teachers and teacher educators as well as to researchers and postgraduate students. *Success on your Certificate Course in English Language Teaching* Caroline Brandt, 2006-07-04 Extremely comprehensive and well written in terms of style, accessible to the reader but intelligent and expressing some fairly subtle concepts. Would that more ELT practitioners could do the same. Certainly a good read for those thinking about and also those engaged in initial training or even post-initial training stage. Jenny Pugsley, Head of TESOL, Trinity College, London. It's essential reading whether you are simply curious about what is involved in training in ELT, need advice on choosing the right course, have already enrolled and want to make the most of your course, or are a new teacher just starting out. It's a book I wish I'd had when I was starting out in my ELT career and that I wish had been available to many of the course participants I have tutored. Lyn Strutt, ELT author and Chair of the British Council Families Association. Each year thousands of people all over the world take one of the hundreds of available short pre-service courses that lead to the award of a certificate in English Language Teaching (ELT) or Teaching English to Speakers of Other Languages (TESOL). Caroline Brandt's book is an invaluable guide to anyone thinking of enrolling on one of these courses. With a clear and concise structure that follows your general interest in TESOL right through to the intricacies of the course itself, it can be used from initial research stages to final qualifications and beyond. Brandt's decades of experience in this field across the globe shine through. Chapters include introducing English Language Teaching, becoming qualified, knowing your certificate course, getting started, learning, working together, being qualified. Throughout the book, there are snapshots of students' experiences in their own words and summaries of key points for you to take with you, whether into the next stage of learning or the next day's teaching. The chapters are stand-alone resources as well as the building blocks to becoming a fully qualified English Language teacher. The book is supported by a companion website which provides quizzes to test understanding of each chapter, lesson plans, proformas, a full glossary, and annotated

website links     **Thinking about going into teaching ESL/EFL/ESOL** Damian Johnstone,2020-07-30 This short book is for you if you are considering going into the field of teaching English as a second foreign language whether English is your first native language or not I have written it with those who are contemplating pursuing English teaching ESL EFL or ESOL as a career option particularly in mind but it would also be of interest to individuals who might be thinking about engaging in English teaching on a short term or voluntary basis My purpose in writing this book is to help you decide whether or not teaching English as a second foreign language is something you might want to pursue Based upon my own experience of teaching English as a second language and my knowledge of the English language teaching field more broadly I discuss what it is like in practical terms to be an ESL EFL ESOL teacher what the job involves and what to expect beyond the practicalities to give some insight into how EFL teachers think about their task the skills qualities and knowledge needed to be an ESL EFL ESOL teacher the kind of opportunities available I also give some ideas about where to begin with getting into English teaching and I provide recommendations on how to find out more about the field Although the focus of this book is the teaching of the English language much of what is written will be equally relevant to teaching any language So if English is not your first language and you are interested in teaching your native language to those who do not know it this book is for you too     *The CELTA Course* Scott Thornbury,2007     *The CELTA Course* Scott Thornbury,Peter Watkins,2007     *The CELTA course. [1]. Trainee book* Scott Thornbury,2007 The CELTA Course is the only CELTA preparation course endorsed by Cambridge ESOL It provides full coverage of the CELTA syllabus in a ready to use course The CELTA Course is divided into user friendly sections The Trainee Book includes a range of material to be used in input sessions helpful advice about the course and a wealth of useful reference material THE PUBLISHER     **The CELTA Course** Scott Thornbury,2013

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