

CILTa Application and Pre Interview Task

Please return this to cilta@cal.ac as soon as possible.

Name:		
Date of Birth:		
Address:	Street & house number	city
Post code	State/County	country
Contact phone number:		
Email address:		
Date:		

Nationality		
First Language		
Level of English if not first language (evidence required)		
Other languages	Approximate level	

Non-degree qualifications, <u>post</u> school	1.
	2.
3.	4.
5.	6.

Higher education & degree history with institution, dates and subjects	1.
2.	3.
4.	5.

Interests and pastimes	

Employment history last 5 years with dates	1.
2.	3.
4.	5.
6.	7.

Please note that you will be asked to declare at interview any medical conditions which may affect your performance on an intensive course and you may be asked for a doctor's assurance that you are fit to undertake such a course so if that is likely, please bring any documentation which you think necessary.

This is not a test, it is designed to make you aware of some of the interesting features of language and teaching language. Please use short, concise notes when answering the questions. Often there may not be a correct answer so express your opinion freely.

Section 1

Learning and Language

1. In your view, is there such a thing as 'proper' English? Explain your answer considering what English Language students might need in order to function in English.

2. Do you consider yourself a good language learner? Explain your answer.

Section 2

Language Awareness

What seems to be the difference between the following sentences:

- 1.a. If we went to Bristol, we could see the suspension bridge.
- 1.b. If we'd gone to Bristol, we could have seen the suspension bridge.

- 2.a. I wish I could swim.
- 2.b. I wish I could go to the party.
- 2.c. I wish I had gone to the party.

Explain what the speaker is expressing here:

- 3.a. I like *some* jazz.
- 3.b. I like *any* jazz.
- 3.c. I *don't* like *some* jazz.
- 3.d. Do you like *some* jazz?

4.a Now look at 3.a, b, c & d and noting which words are emphasised (*stressed*) decide how the musical tone (*intonation*) differs between them. Draw arrows over the sentences to clarify your points.



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Eg:

I like *some* jazz.

I *don't* like *some* jazz.

I like *any* jazz.

Do you like *some* jazz?

Consider the difference in future meaning between the following sentences:

5.a. I'll do it in a minute.

5.d. They're going to crash!

5.b. We'll be landing shortly.

5.e. She's going to ask him tonight.

5.c. I'm seeing him on Friday.

5.f. He'll have finished by this time tomorrow.

Section 3

Methodology

1. What would you do if a student asked you a question about language to which you didn't know the answer?

2. Do you think there is a case for using translation in the classroom? Explain your answer.

3. How might you teach the following: a. jump b. handsome d. kettle e. I like ice-cream
f. If he'd taken an umbrella he wouldn't have got wet

Section 4

Look at the following:

/wɒts ɪt lɑːk/

/ɪts 'brɪliənt ɑː kɑːnt weɪtəsiːt əɡen/

This is written using the International Phonetic Alphabet. Do you know what it says?

Can you work any of it out?

Why might such a script be useful or not useful for people learning English?

Section 5

What have you discovered or considered for the first time while doing these tasks?

(Please use this page to answer.)