## PRE-INTERVIEW TASK

Please complete the tasks below using word processing software and email it to englishforafrica.net.

If you **do not** have access to a computer, you may write the answers by hand on a **separate** **sheet** and either scan and email to admin@englishforafrica.net, or bring it with you to the interview.

This is **not** a test so you may use reference books if you wish.

The task is divided into three parts. The first part aims to establish your level of language awareness. The second part aims to discover your ideas about language teaching. The third part is **not** a written task. Rather, part three asks some questions to help you prepare for the selection interview; **do not** prepare anything in writing for part three.

**Recommended grammar reference books:**

English Grammar in Use by Raymond Murphy (CUP)

Practical English Usage by Michael swan (OUP)

How English Works by Michael Swan and Catherine Walter (OUP)

## Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_

### Part One—Language Awareness

1. **In each of the following sentences underline the verb or verbs and identify the form / tense used.**

eg. I was living in Italy in 1998.

*I was living in Italy in 1998 – past continuous.*

a) I spend most of my time at work.

b) You’re bothering me with that music.

c) Turn the computer off and back on again.

d) We’d been waiting for more than ten minutes for the store to open.

e) I would have called earlier if I’d had your number.

f) I’ll be traveling next month for work.

g) They’re coming to the meeting about the grant tomorrow afternoon.

h) I’ll take those documents now, please.

### 2. What would you say to a student who asked you to explain the difference between these pairs of sentences? Write your answers below.

a) I spoke to her, and she hadn’t received the test results yet.

 I spoke to her, and she hasn’t received the test results yet.

b) You’re bothering me.

 You bother me.

c) You must be joking.

 You must joke.

d) I would have eaten more if I’d known what had made for lunch.

 I would eat more if I knew what you make for lunch.

e) I’ve been doing my homework.

 I was doing my homework.

### 3. Underline the syllable which carries the main stress*,* eg, photographic.

a) rugged d) financially g) ridiculous

b) reactionary e) refer h) save up for

c) denial f) referee i) authority

### 4. State the function of the underlined modal verbs underlined in the following conversation:

eg. You must pay the fee. – *‘must’ expresses obligation*.

a) – Where’s Aicha? I’ve (1) got to speak her as quickly as possible.

b) – What’s the matter? Has she done something wrong? She (2) must have done something wrong for you to be in this kind of mood. (3) Could you tell me first please?

c) – (4) May I give you some advice? You (5) should learn to mind your own business. (6) You’d better tell me now, I don’t have much time. Where is she?

 d) – I (7) might know where she is, if I knew why you were looking for her. In fact, I won’t tell you anyway, because I (8) don’t have to. Good bye!

### 5. Underline the ‘odd one out’ in the following groups of words and give your reason why.

 *e.g., tremendous humungous bigger huge*

 *Bigger is a comparative adjective, whereas the other words are extreme adjectives.*

 a) running eaten taken removed

 b) sweet bitter foul food

 c) fasten fast attach fear

 d) should remove hate communicate

 e) water droplet money oil

### Part Two—Teaching and Learning

**Answer both questions.**

1. Write about a person who has made a positive impact on your life. This can be a teacher, a family member, a colleague, or a friend. Describe the person’s relationship to you, your interaction(s) with that person, and how that person affected you. How has this person changed your life today?

(450-700 words)

1. **Describe** **one** classroom activity that you imagine English language teachers use to teach language, either face-to-face or online.

Specify the **purpose** and **advantages** of the task.

(150 – 200 words)

### Part Three—Points for Discussion

Think about the following questions, which you will be asked to discuss at the interview.

Please **do not submit anything** in writing for this part of the pre-interview

task.

a) What would you teach a class of beginners in their first lesson? What are the challenges of teaching low-level students?

b) What are the advantages and disadvantages of pair-work, group work, and whole-class work?

c) What are the positive and negative aspects of being an English language teacher?

d) What does the term student-centered language teaching mean? What are the advantages of student-centered language teaching?