

CELTA PRE-INTERVIEW TASK

First Name _____ Last Name _____

You may need to refer to a good dictionary or grammar book to complete the following exercises. We recommend the following resources:

- English Grammar in Use – Raymond Murphy (Cambridge University Press)
- Practical English Usage - Michael Swan (Oxford University Press) *or* Grammar for English Language Teachers - Martin Parrot (Cambridge University Press)
- Oxford Advanced Learner’s Dictionary (accessible online at <http://oald8.oxfordlearnersdictionaries.com/>)

All of the above can be accessed at The British Library.

.....

PART ONE – GRAMMAR

1.1 Identify the underlined parts of speech from the following sentences choosing from the selection below.

Example question: He was extremely pale. **adverb**

1. I entered my office. _____
2. He found a £20 note. _____
3. They bought the table. _____
4. It’s on the table. _____
5. It was a soft fabric. _____
6. His name was John. _____



1.2. Briefly highlight how you would convey to a student the difference in meaning between these pairs of sentences. You can assume that the learner understands the vocabulary in the sentence.

a. When I arrived, they had eaten. // When I arrived, they were eating.

b. She speaks Spanish. // She’s speaking Spanish.

c. She has starred in several major films. // She starred in several major films.

d. He stopped smoking. // He stopped to smoke.

e. If I win the competition, I’ll celebrate. // If I won the competition, I would celebrate.

1.3. Sometimes when teaching English, you may have to analyse the form of a verb phrase, and break it down into its constituent parts.

For example, 'they were getting on...'

- a. past continuous (or progressive)
- b. subject + was / were + verb + '-ing' (or present participle)

Look at the following verb phrases and analyse their form in the same way as above.

1. Chocolate is made with cacao.

a. _____

b. _____

2. I'll be sitting on a plane this time tomorrow.

a. _____

b. _____

3. We've been trying to solve this for months.

a. _____

b. _____

.....

PART TWO - VOCABULARY

2.1 English contains many homophones: words that are pronounced in the same way but spelled differently, such as floor and flaw. It is common for English users to make a mistake by writing the wrong one. For example, 'There are serious floors in this argument.'

Underline the homophone mistake and write the correction on the line.

1. There was a big bare sleeping quietly behind the tree. _____

2. The January sails are a great time to buy clothes in the UK. _____

3. I'm going to ask my friend to sow the hole in my trousers. _____

4. The window pain was broken, so we called someone to fix it. _____

2.2 If a learner of English asked you to explain the difference between the following words and phrases, what would you say? Try to make the language you use suitable for somebody for whom English is a second language.

a. slim – skinny

b. say – tell

c. He's in prison. – He's in the prison.

.....

PART THREE – PRONUNCIATION

3.1 The word 'computer' has three syllables: com/pu/ter. The stressed syllable is the middle syllable: com/**pu**/ter. Write the number of syllables in the following words on the line below, and underline the stressed syllable.

1. photograph _____ photographer _____ photographic _____
2. criticise _____ critique _____ critical _____

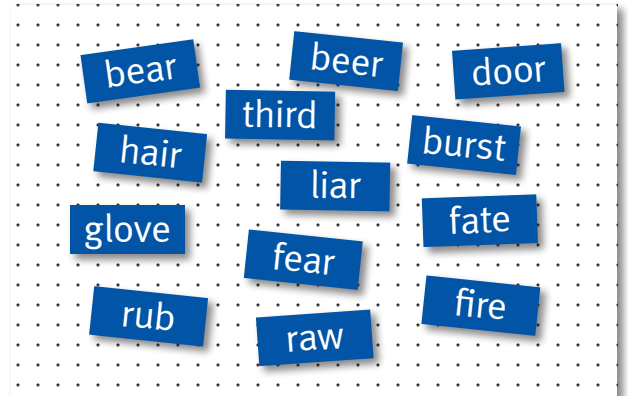
3.2. Look at the following mini-conversations. For speaker B, state which word is the stressed one.

Example	a. Where do you study? b. I study in Holborn.	Stressed word: Holborn
1.	a. Do you speak Spanish? b. No, I speak French.	Stressed word: _____
2.	a. Which car is yours? b. It's the red one.	Stressed word: _____
3.	a. Do you want to fix it? b. No, I want to sell it.	Stressed word: _____
4.	a. I'm fine. b. No, I asked how old you are.	Stressed word: _____

3.3. Match the words below with the word that contains the same vowel sound. Write them in pairs below.

Example: fate / weight (the sound /eɪ/)

1. _____ / _____
2. _____ / _____
3. _____ / _____
4. _____ / _____
5. _____ / _____
6. _____ / _____



PART FOUR - TEXT

4.1 Correct the errors in the following passage. Use the space below the words to write the correction.

Example: I ~~thinks~~ that TV have....
think

“I thinks that TV have a big influence on young people, when they dont have a well education. Nowadays parents works a lot...

...and its children grow up without instruction. It has young people which do not know the different in right and wrong. The most...

...programmes for children do not set a good example. In addition to this, when people watch TV they waste many time.”

PART FIVE - TEACHING AND LEARNING

5.1 What techniques might you use to motivate and energise a class of tired adults? (50-100 words)