



UNIVERSITY of CAMBRIDGE
Local Examinations Syndicate

Cambridge CELTA

(Certificate in English Language Teaching to Adults)

Pre-Interview Task

Applicant's name: _____

Course applying for (dates): _____

Instructions:

Please complete this task individually without any reference materials.
Submit the completed task together with your application.



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1. EXPLOITING A PICTURE

Describe how you would use the picture below to get students to talk as much as possible and to minimize the teacher talking time. Imagine you are working with a group of 16 intermediate learners of English studying in Canada.



What instructions would you give the students?

How would you run the activity/part of the lesson (e.g. what would the teacher be doing, etc.)?

2. PARTS OF SPEECH

Label the following words identifying the part of speech (e.g. 'preposition') and/or the tense/form (e.g. 'present perfect' or 'infinitive').

1. Table _____
2. Charity _____
3. Green _____
4. An _____
5. To complement _____
6. Happily _____
7. Skiing _____
8. To give up _____
9. Have seen _____
10. without _____

3. CLARIFYING MEANING

What exact words would you use to help learners understand the differences between the following pairs of words / structures? (Although the students' level is not specified, remember that you are dealing with ESL learners).

a. She **composes** music. X She's **composing** music.

b. He **lived** in New Guinea for 3 years. X He's **been living** in New Guinea for 3 years.

c. **Slim** X **Skinny**

d. I **used to eat** Thai food. X I'm **used to eating** Thai food.

e. **Walk** X **Stroll**

3. CLARIFYING GRAMMATICAL FORM & USE

Look at the following examples of the use of 'for' and 'since'.

- a. He stayed with us **for** 3 days.
- b. He's been living in Calgary **for** 12 years.
- c. She's been driving a car **since** Christmas.
- d. She's been living in Calgary **since** 1997.

What rule could you give to students so that they would know when to use 'for' and when to use 'since' with a time expression?

4. PHONOLOGY

For the following words, indicate the number of syllables and the main stress in each of the words.

e.g. phonology **oOoo**

charity

complement

give up

without

spectacular

invitation

5. APPROACHES TO LEARNING AND TEACHING

What are some **characteristics of an effective language lesson (e.g. what happens, who does what, etc.)?** You can refer to any experiences as a language learner you have had, or to any language teaching experience you have done. Write the response in full sentences on the rest of this page (attach an additional sheet if necessary).