

CELTA PRE - INTERVIEW TASK

Name
 Course date
 e-m@il

Please complete this task carefully: it is an important part of your application. You may like to refer to a grammar book eg "English Grammar in Use" by Raymond Murphy (CUP).

- ❖ **Task D**, the Extended Writing Task must be **handwritten** in the boxes provided and then **sent by fax** to: CLIC International House Teacher Training Centre **Fax: 00 34 95 450 08 36**
- ❖ **Tasks A-C** can be e-mailed, or faxed along with Task E.

A. LANGUAGE AWARENESS. Underline the odd one out in each group and explain why in the boxes provided.

1. a. some rice b. some wine c. some eggs d. some water	
2. a. slurp b. gulp c. drink d. sip	
3. a. You can't smoke here. b. You don't have to wear a suit. c. You mustn't be late. d. You aren't allowed to buy alcohol.	
4. a. It was painted by Picasso. b. He was drunk by 6 o'clock. c. She was arrested by the police. d. She was followed by a stranger.	

B. ANTICIPATING LEARNER DIFFICULTIES. Identify and explain the general problem that learners might have with each of the following groups of words/phrases. Look at the example and the clue in (brackets) to help you.

<p>Example: <i>island</i> <i>subtle</i> <i>foreign</i> <i>knife</i></p> <p style="text-align: right;">(pronunciation)</p>	<p>Example: All of these words have a consonant letter which is not pronounced: <u>i</u>sland, sub<u>t</u>le, fore<u>g</u>n, <u>k</u>nife. Foreign students may pronounce these silent consonants.</p>
<p>1. may well go might possibly go probably won't go is likely to go will definitely go (meaning)</p>	<p>Problem for students:</p>
<p>2. out of the blue from the horse's mouth down in the dumps</p> <p style="text-align: right;">(meaning)</p>	<p>Problem for students:</p>
<p>3. interested in keen on fond of mad about</p> <p style="text-align: right;">(structure)</p>	<p>Problem for students:</p>
<p>4. record perfect import permit</p> <p style="text-align: right;">(meaning and pronunciation)</p>	<p>Problem for students:</p>

C. HELPING LEARNERS WITH MEANING. Helping students with meaning requires careful thinking and planning, especially for inexperienced teachers. For each pair of sentences below, **firstly** state what the difference in meaning is, **secondly** state what method you would use in class to help students understand this difference. Think about different options like: using visuals, giving examples, creating a context or scenario, mime, real objects, definitions etc.

1. a) **When I got there the party started.**
b) **When I got there the party had started.**

The difference in meaning is.....

To help students understand this difference I would....

2. a) **to intervene**
b) **to interfere**

The difference in meaning is.....

To help students understand this difference I would....