

# Cambridge CELTA

## Pre-Interview Task

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**Please note: your answers to PART THREE and PART FIVE must be handwritten.** It is advisable for you to retain a copy of your language task, and if you are invited to an interview you will be expected to be familiar with the contents of this task.

We encourage you to refer to a grammar book to help you do these tasks. Suggested books are:  
*An A-Z of English Grammar and Usage* – Leech, Cruickshank, Ivanic (Longman)  
*Practical English Usage* - M Swan (O.U.P)

## PART ONE - GRAMMAR

### 1. Word class

Identify the word class of the underlined words or phrases in the following text.

“My (1) grandfather lived in (2) west Detroit, where he (3) stood out as the proverbial (4) Scottish curmudgeon, born and bred on a (5) farm in the Orkney Islands. In his last years (6), after Grandma died, his already hearty soul seemed to harden (7) even a little more (8). But Grandpa had (9) a soft spot or (10) two. One was for me. The other was for his garden - a jungle of gargantuan ferns that hugged the (11) side of his garage. No other gardener in his neighbourhood could (12) lay claim to such a crop. Green, tall and primordial, the ferns had (13) graced his yard for decades. Too modest to call himself (14) a gardener, he thought of himself as a caretaker of his ferns. Like him (15), they were survivors.”

From *A Gardener's Secret* by Cynthia Gullion la Ferle in 'Reader's Digest' August 1997

**Example** 1. 'My' = possessive determiner

### 2. Verb phrases - form

Match the underlined verbs phrases in **A** to the names in **B**. Write your answers in the same way as the example below.

- A**
- 1) He laughs every time I tell him the story.
  - 2) Reports are coming in that there's been a shooting in central Wellington.
  - 3) I'm meeting her at 3 o'clock.
  - 4) By the time I got there he'd gone.
  - 5) I've been working on my assignment for 3 hours and made no progress.
  - 6) He commenced studying in 1998.
  - 7) I was wondering if you had a few minutes to spare.

- B**
- a) Present progressive (or continuous)
  - b) Present simple
  - c) Past simple
  - d) Past progressive (or continuous)
  - e) Present perfect simple
  - f) Present perfect progressive (or continuous)
  - g) Past perfect

**Example** 1) = b) Present simple

### 3. Verb phrases - meaning

The examples below under **A** all contain verb phrases which have the same *form* - they are examples of the Present Simple. However these examples exemplify different *meanings*. Match the examples in **A** to the meanings in **B**.

<b>A</b>	<b>B</b>
1) Lomu scores in the corner!	a) to express general, universally true statements
2) First you beat the eggs, and	b) to describe regular habitual actions
3) We'll leave when it stops..	c) after if/when/whenever to form future time clauses
4) Most days I walk to work	d) to give instructions, directions or demonstrations
5) The sun rises in the east	e) to describe events as they happen, as a narrative device, such as in a commentary

Now write new meanings for the following examples

- 6) The bus leaves at 6.00
- 7) I live in Hamilton

## PART TWO - VOCABULARY

**A.** Look at the following passage and list all verbs of movement in it (including 'verb plus preposition' phrases). Give a simple definition of each verb (your own words and not a direct copy from a dictionary) that highlights the *difference* in meaning between the words. The first verb has been done as an example.

"The man fled out of the supermarket, hotly pursued by staff members. A security guard based at the West Auckland Swimming Centre car park joined in the chase. The man waded through Henderson creek, leaving wads of money in his wake, then scrambled up the bank and tried to conceal some of it under a bush. Finally he was tackled by the security guard and held until police appeared on the scene"

### Example

fled - past of 'flee'; to run away or escape from someone or something, often because you are afraid of it.



#### **PART FOUR - PRONUNCIATION**

**Note the number of syllables beside the word and mark the stressed syllable as in the example given:**

●  
Venezuela (4)

photographer

marvellous

impotent

develop

personality

personable

super

superb

controversy

salient

callipers

record (noun)

#### **PART FIVE - TEACHING & LEARNING**

Imagine that you are going to another country for 6 months to learn a new second language as a beginner. Say which country you would like to go to and which language you would like to learn. Describe what you would expect to find in the language learning classroom - think about tasks you would be asked to perform, atmosphere, equipment, manner of the teacher and anything else you think is relevant. What difficulties do you think you would need to overcome? What progress do you think you would make in that time? Write between 250 and 350 words. Do this in complete sentences in the form of an essay.

*Your answer for this section must be handwritten.*