

CELTA applicants need to complete this Pre-Interview Task and return it to the Centre together with their complete CELTA application. After receiving and processing your application, Cultura Inglesa São Paulo will contact you to schedule an interview. This task is designed to assess your current level of English language awareness and provides an introduction to some of the terminology that is used in teaching English as a second or foreign language. It will also be referred to in the interview.

SECTION A

People use language to express many different social meanings, i.e. functions. From the list of functions provided, indicate which function is being expressed in the numbered phrases in the following dialogue. Some functions may be realised by more than one expression.

Functions a) – k)

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|-------------------------------------|-----------------------------|
| a) expressing a deduction | f) asking for an opinion |
| b) expressing a promise | h) apologising politely |
| c) accepting an invitation politely | i) making an offer |
| d) expressing advice | j) requesting a favour |
| e) expressing a suggestion | k) expressing an invitation |

Fabio: (1) *Can I borrow your car this afternoon? My brother is going to Sorocaba and won't be back until very late.*

Jonas: (2) *Sure. You'd better check the petrol, though. (3) It must be fairly low by now.*

Fabio: (4) *I'll stop at a petrol station the first chance I get. (5) Would you like to have supper with me and Lucia tonight after I get back?*

Jonas: (6) *I'd love to, but I have to visit my parents. It's my dad's birthday and they are organizing a small gathering.*

Fabio: *What a shame! Well (7), how about tomorrow night?*

Jonas: *Sounds perfect. (8) Do you think you could pick me up?*

SECTION B

Vocabulary

Choose any four of the following words/expressions and for each of them:

a. Describe a context or situation a teacher could use to illustrate its meaning and usage.

b. Write an example sentence.

c. What would a learner need to know about the word/expression in order to use it appropriately in your given context? e.g. Verb/noun, formal/informal, etc.

- | | |
|----------------------|-----------|
| a) news | d) manage |
| b) look something up | e) sheep |
| c) awesome | f) while |

SECTION C

Grammar / Appropriacy

Pairs of Sentences

In the following pairs of sentences, the underlined item has a different meaning in each sentence, i.e. the speaker is using it for different purposes. For each pair, explain the differences and how you would illustrate these different meanings to a group of learners.

1. a) I could be late for the meeting tomorrow.
b) I could ride a bike by the time I was five.
2. a) Patricia lived in Recife for seven years.
b) Patricia has lived in Recife for seven years.
3. a) They left at ten. They should be at the airport by now.
b) You should stop smoking.
4. a) I used to get up early when my kids were younger.
b) I'm used to getting up early – my kids are young.

SECTION D

Errors

Each of the sentences below contains an error or inappropriate use of language. How would you explain these mistakes to an adult language learner? Keep the explanation simple.

- 1) "I like to invite you to my birthday party."
- 2) "I have visited Washington two years ago."
- 3) "I was very upset when I saw that my car had been injured."
- 4) "Who went you with to the cinema last night?"
- 5) (Husband to wife): "Take a note please darling. For starters, I'll have some vegetable soup and for main course I'll have a steak – medium – rare if you don't mind."

SECTION E

Sentence Stress

In the following group of words, one word carries the major stress, and it is on this word that changes of pitch, a key element of intonation, are most evident.

e.g. "What did Keely tell you?"

"Nothing really. I didn't **talk** to her – I only **saw** her on the other side of the street."

Now look at the following sentence:

"I am sorry I can't cook dinner on Thursday evening."

The major stress could conceivably be on any word in the sentence (depending on the speaker's intention). The speaker could give different meanings to the sentence by stressing different words e.g. 'Thursday' or 'dinner'.

1. Say the sentence aloud to yourself several times, putting the stress on three different words. What changes of meaning occur? It is easier if you think of a context or situation which would demand that the emphasis be given to the specific word you have in mind.
2. Write a brief explanation of these changes of meaning for three of the words in the sentence.

"I am sorry I can't cook dinner on Thursday evening."

SECTION F

Writing

In both tasks, you will be assessed on:

- a. task achievement,
- b. content
- c. accuracy (vocabulary and grammar)
- d. range (vocabulary and grammar)
- e. coherence and cohesion.

1. Why are you applying for the CELTA course? (approx. 150 words)
2. Write an essay on the following topic: *What makes a teacher special?* (approx. 500 words)