

Date of Course Applied for:

Full Name:

These tasks are designed to help you think about the English language and how it works. It should also help you decide what kind of review you need. Your answers to the tasks may also be referred to in an interview, so it might be useful for you to make a copy of this task. You may wish to refer to a grammar reference book such as:

Michael Swan, *Practical English Usage* (2<sup>nd</sup> edition), Oxford University Press, 1995

*Please write by hand if you're not submitting this by e-mail.*

## 1. LANGUAGE

### A. Grammar

Look at the incorrect sentences below and:

- a) correct the verb;
- b) name the tense;
- c) comment briefly on the use of the correct tense.

**example:** I took a shower when the doorbell rang.

Correction: *I was taking a shower when the doorbell rang.*

Tense: *Past continuous/progressive*

Use: *An action already in progress at a particular time in the past.*

#### 1. I'm not understanding French.

- a)
- b)
- c)

#### 2. I've been to Calgary two years ago.

- a)
- b)
- c)

**3. Look at the sky! It will snow.**

- a)
- b)
- c)

**B. Meaning**

How would you explain to a foreign learner the difference in meaning between the following sets of sentences?

**example:** A. I like going to the beach.  
B. I'd like to go to the beach.

Explanation: *A: Means 'I like it in general' and describes someone's habits/hobbies.  
B: Means 'I want' to go - at some future time, maybe tomorrow.*

1. She stopped smoking.  
She stopped to smoke.

Explanation:

2. I used to teach children.  
I am used to teaching children.

Explanation:

3. If he works hard, he'll pass the exam.  
If he worked hard, he'd pass the exam.

Explanation:



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**E. Phonology**

Indicate the number of syllables and the main stress in the following words, using:

- stressed syllable
- unstressed syllable

**example:** geological oo●oo                      sensitive ●oo

temperature \_\_\_\_\_ milk bottle \_\_\_\_\_ demand \_\_\_\_\_

(a) present \_\_\_\_\_ (to) present \_\_\_\_\_ advertise \_\_\_\_\_

photographic \_\_\_\_\_ colleague \_\_\_\_\_ photograph \_\_\_\_\_

**II. APPROACHES TO TEACHING AND LEARNING**

1. Think about your experience(s) in learning a foreign language. What do you think makes an effective language lesson?

2. The CELTA course requires a lot of teamwork. For example, you are required to work together on lesson planning as well as give and receive feedback following practice teaching sessions. Imagine that a sensitive colleague has done a poor lesson. How would you present feedback, keeping in mind the need to learn, as well as your colleague's feelings?

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3. In some cultures, students are expected to sit in silence until asked a question. Imagine that you are working in a classroom where you want to establish a more interactive and relaxed environment. How would you go about doing this?

