



# Bell International College, Cambridge

**Certificate in Teaching English to Speakers of Other Languages (CELTA)**

## **APPLICATION LANGUAGE TASK**

Name: .....

The aim of this task is to introduce you to certain aspects of the CELTA course and to provide a starting point for discussion during the interview. It is not a test and will not form any part of your assessment on the course.

Please feel free to refer to a grammar book. The following are recommended:

An A-Z of English Grammar and Usage by *Geoffrey Leech* (E Arnold)

English Grammar in Use by *Raymond Murphy* (CUP)  
(This is for learners of English up to intermediate level)

Practical English Usage by *Michael Swan* (OUP)

*\*Please ensure that your completed task is completed and returned to Bell ([enquiries@bellenglish.com](mailto:enquiries@bellenglish.com)) by email together with your booking form and hand-written essay.*

*Acceptance is conditional upon a satisfactory interview.*



## SECTION ONE - LANGUAGE AWARENESS

### A GRAMMAR - Correction

In the following incorrect sentences, look at the verbs underlined and:

- i) correct the sentence
- ii) name the correct tense
- iii) say what the meaning of the correct tense is (i.e. say what the tense is used to express).

#### Example:

He's seeing his sister every week and has done for the last 30 years.

- i) He sees his sister every week.
- ii) Present Simple.
- iii) Used to express habitual or regular actions.

1. I read a book at the moment.

- i)
- ii)
- iii)

2. I'm in England since last week.

- i)
- ii)
- iii)



3. I've been to India last year.

i)

ii)

iii)

4. - Let's have a game of tennis tonight.

- Sorry, I'll meet Monica.

i)

ii)

iii)

## B. GRAMMAR - Parts of Speech

Name the following underlined parts of speech.

**Example:**

The table is square - countable noun.

1. He broke his arm last week.

2. Too much coffee is bad for you.

3. The man with dark hair.

4. The chocolates were delicious.



## C VOCABULARY

How would you explain to a foreign student the difference between the following pairs of words? What could you do in class to clarify the difference?

a) thin/skinny

b) remember/remind

c) hard/hardly

## D PRONUNCIATION

Divide the following words into syllables and then underline the vowel that takes the main stress (emphasis):

Example: recommend    ~~re~~ / co / mmend

chocolate

comfortable

advertise



advertisement

contract (*noun*)

contract (*verb*)

## SECTION TWO - APPROACHES TO TEACHING AND LEARNING

I You want to teach the polite request:

"Would you mind if I opened the window?"

to a group of adult intermediate students.

You have decided to teach it as a whole sentence rather than break it down into individual words.

What would the stages of your lesson be? (100 words approx)

II Consider your own experiences as a learner of languages at school or elsewhere. In your view, what are the factors which contribute towards a successful language lesson? (100 words approx)