



**LANGUAGES INTERNATIONAL**  
AUCKLAND & CHRISTCHURCH NEW ZEALAND

**TESOL Course**

**Pre Enrolment Task**

All people applying for the *TESOL Course* should complete and return this test to Languages International. You should also sign the following declaration:

*I confirm that I completed all sections of this test without help from another person.  
My work here is a true indication of my ability in written English. I understand that if  
this is not the case, I may be asked to withdraw from the course.*

Name:

Signature:

Date:

Task 1 – Writing

*Write and attach a short report on English language learning. In this report, you should:*

- a) give a description of how long and in what different contexts you have learnt English
- b) on the basis of your learning (and teaching, if you are already a teacher) say what kinds of activities you think are successful for learning English

(500 words approx.)

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## Task 2

Read the text below and look carefully at each line. Some of the lines are correct and some have a word that should not be there.

If the line is correct put a tick (✓) at the end of the line. If the line has a word that should not be there, cross the word out (~~cross-out~~). Two examples are given in the first two lines.

### Computers in the classroom

- 0 We have only to watch young people playing with video games to see ✓  
00 that computers can be ~~tee~~ exciting and motivating. Children's mental  
01 and physical responses are quick, they play with so obvious enjoyment  
02 and their concentration seems to be endless. With games, however,  
03 their interest is often only in to improving their score. Studies which  
04 have looked at girls' and boys' attitudes to using computers  
05 at home have found such differences. Girls are more attracted to  
06 activities which they feel are of useful, such as word processing  
07 programmes. Providing when girls with this sort of activity greatly  
08 increases in their enthusiasm – and yet girls are thirteen times  
09 less likely than even boys to have a computer of their own. Research  
10 with adult learners who enjoy using computers shows it that these  
11 students prefer working at their own speed and going over their  
12 work as many times as they will need. Teachers are now trying  
13 to use all of these motivating factors in the classroom. They know  
14 that by putting forward difficult ideas in new ways, computers often  
15 make them more easier to understand. Students can learn to use  
16 computers effectively both to think about and solve problems.

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### Task 3

Read the text below and think of a word which best fits the space. Use only **one** words in each space. There is an example at the beginning (0).

#### An Unusual Taxi-driver

Max Wilson is very different (0) from the normal idea of a taxi-driver. He goes jogging every morning, rarely works more than eight hours (1) ..... day, and prefers to take the weekends off, in (2) ..... of the extra money they can bring in. He likes to judge a good day by (3) ..... pleasant people are, rather than how far they travel. 'Exercise has always (4) ..... important to me,' he says. 'When you're driving a taxi, you're sitting down (5) ..... day long, and the way other people drive can (6) ..... you really lose your temper,' he explains. 'There are so many taxi-drivers whose health is at risk, especially the ones (7) ..... start chasing money. I can understand it, though. It is gradually (8) ..... more and more expensive to run your own taxi business, and the only (9) ..... of making a profit is to work longer hours (10) ..... usual. A lot of drivers are unwilling to get out of the car because they are afraid (11) ..... losing money.'

Max feels that running definitely helps him to remain far (12) ..... relaxed about life than most of the other drivers he knows. He won't (13) ..... you all his troubles while you're sitting in the back of his taxi, either. He'll talk (14) ..... you want him to, but he prefers to concentrate (15) ..... the road ahead.

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