Delta

| Name |  |
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| Date of course applied for |  |

| Language awareness task  The following task (there are 10 sections) will be used as a basis on which to judge your suitability for the Delta course at *The ELH Teacher training centre.*  You may find it useful to refer to a grammar [e.g. Parrott, M (2000) *Grammar for English language teachers,* CUP], a methodology book [e.g. Scrivener, J (2005) *Learning Teaching,* Macmillan], and a dictionary [e.g. *Longman contemporary English* (2003) Pearson Education Limited] while doing the tasks. Please write all your answers *on* *this* *sheet.* Where appropriate, you should answer in note form. |
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| Section 1: Functions |
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| 1) Read this dialogue.  A: *The baby's woken up.*  B: *Has she?*  A: *Look, I'm busy with these clothes.*  B: *OK then.* |
| In this space comment on the intended **meaning** that underlies what the speakers actually say. |
| What conclusions would you draw as a language teacher? |
| Write a short dialogue of your own in which there is a difference between what is actually said and the intended meaning. |

| Section 2: Tenses |
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| Look at the verbs underlined in the following **incorrect** sentences. In each, a) correct the tense, b) name the correct tense and c) say what the *meaning* of the correct tense is.  Example:  1. **I read** a book at the moment.  a. I’m reading a book at the moment.  b. Present Continuous.  c. Used here to describe an action happening now, or around this time. |
| Where are you from? I’**m coming** fromEgypt**.**  a.  b.  c. |
| How are things? I **didn’t see** youfor ages**.**  a.  b.  c. |
| Look at those clouds! It **will rain.**  a.  b.  c. |
| A: There’s the phone! B: OK, I**’m going to answer** it.  a.  b.  c. |

| Section 3: Form and meaning |
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| Look at these two exchanges and in particular the verbs **in bold.** What tense do they use?  Exchange 1:   | A: | Do you want to come to the pictures tomorrow? | | --- | --- | | B: | No, I can’t, sorry. **I’m working.** |   Exchange 2:   | A: | Can I speak to Thomas? | | --- | --- | | B: | I’ll go and get him. **He’s working** in the kitchen**,** I think. |   The **form** is the same, but the **meaning** is different.   1. Explain the difference in meaning. 2. What **general** comment can you make about the relationship between form and meaning in English? |
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| Section 4: Meaning | |
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| Look at the following pieces of language. Attempt to describe the **meaning** of the words in bold, without repeating those words. The first two have been done for you. | |
| I **used to** go to Church regularly. | ***A habit in the past, which has changed in some way or ceased.*** |
| She **stumbled** at the curb. | ***To put your foot down badly when walking or running so that you nearly fall, or start to fall.*** |
| She **managed** to climb the mountain |  |
| I **had** my television **repaired** |  |
| You **needn’t** wear a crash helmet. |  |

| Section 5: Classroom teaching |
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| You have a group of adult beginner students. You want to teach them ‘I’ve got’ / ‘Have you got?’ (as in ‘I’ve got a cold / flu’ etc.) You know they have never met this structure before. Describe what you would do. |
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| Section 6: Functions | |
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| Pieces of language can be categorised **grammatically,** but also according to the job they do, i.e. **functionally.** What are the functions of the language items on the left? The first has been done for you. | |
| Would you like a coffee? | **Offering** |
| I wish I hadn’t missed that train! |  |
| You really ought to see a doctor. |  |
| Do you mind if I open the window? |  |
| Could you pass the salt? |  |

| Section 7: Meaning | |
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| Look at these sentences. Describe the **difference in meaning** between them. The first has been done for you. | |
| a) I like going to the movies.  b) I’d like to go to the movies. | a) Means ‘I like it in general’ and describes someone’s habits.  b) Implies on a specific occasion e.g. tonight.  I’d like = I want. |
| a) She stopped to say hello.  b) She stopped saying hello. |  |
| a) I’ve cleaned the bedroom.  b) I’ve been cleaning the bedroom. |  |
| a) She can’t have left yet.  b) She hasn’t left yet. |  |

| Section 8: Word stress |
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| Say the following words aloud (try saying them in a sentence) and then mark the syllables as in the example, giving the main stress a larger symbol. |
| | e.g. | Graphic1 | advertisement | October | history | | --- | --- | --- | --- | --- | |  | hotel | Leicester | application | acrimony | |  | colleague | cardboard | photographic | contract (verb) | |

| Section 9: Utterance level stress |
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| 1. Complete these sentences with a word or phrase. 2. A word or syllable in **bold** means thatword or syllable is most heavily stressed. Mark the stressed word / syllable in your *own*sentence ending. |
| Example:  Why don’t you take **Jack** to the party instead of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Suggested answer: …instead of **Jer**emy. |
| I know **why** he stole the money, but \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| A) Is it **half** past? B) No, it’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| I saw him go **in**to the shop, but \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

| Section 10: Learner contexts | |
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| Pair and group work (i.e. where all the students are working in pairs or groups at the same time) is a very common feature in language classrooms. What advantages are there likely to be with pair and group work for students studying **in** **their** own country? What problems can you foresee when trying to implement it? (Give note form answers). | |
| Advantages | Problems |
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