

Name	
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.

Section 1: Functions

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

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 from Egypt.

a.

b.

c.

How are things? I didn't see you for 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

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?

Section 4: Meaning

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.

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Section 5: Classroom teaching

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

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

Look at these sentences. Describe the **difference in meaning** between them. The first has been done for you.

<p>a) I like going to the movies.</p> <p>b) I'd like to go to the movies.</p>	<p>a) Means 'I like it in general' and describes someone's habits.</p> <p>b) Implies on a specific occasion e.g. tonight. I'd like = I want.</p>
<p>a) She stopped to say hello.</p> <p>b) She stopped saying hello.</p>	
<p>a) I've cleaned the bedroom.</p> <p>b) I've been cleaning the bedroom.</p>	
<p>a) She can't have left yet.</p> <p>b) She hasn't left yet.</p>	

Section 8: Word stress

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.		advertisement	October	history
	hotel	Leicester	application	acrimony
	colleague	cardboard	photographic	

contract
(verb)

Section 9: Utterance level stress

- a) Complete these sentences with a word or phrase.
- b) A word or syllable in **bold** means that word 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 **Jeremy**.

I know **why** he stole the money, but _____

A) Is it **half** past? B) No, it's _____

I saw him go **into** the shop, but _____

Section 10: Learner contexts

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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