

Language Awareness Exercise

Do not return this exercise with your application.

At interview, you will be required to answer some language awareness questions similar to the ones below. By completing this exercise you will gain an indication of the level of language awareness that the course requires. You will also be better prepared for the interview. An answer key and booklist is included at the end of the exercise

1. Name the parts of speech underlined in the passage below.

Language teaching is very different from other types of teaching, and (a)success in other teaching endeavours does not (b)necessarily imply that you will enjoy the challenge of this (c)particular field. The success of an English language teacher (d)depends not only on a warm, encouraging, sensitive and adult manner (e)but also on a good level of language awareness and (f)the ability to set up activities in such (g)a way that the learners (rather than the teacher) use English as much as possible. Imagination is also important as you (h)must be able to contextualise new language and also predict the difficulties students might have so as (i)to take measures to pre-empt them. A conscientious approach and initiative (j)in the selection of relevant and appropriate materials are also crucial, as is commitment to the students' learning. You also need to be a good listener, attentive to students' mistakes and able to deal with (k)them effectively. Finally, it is helpful if you (l)have had experience of dealing with foreigners, since this will assist you in understanding the difficulties that (m)they experience in learning English.

a. _____ b. _____ c. _____ d. _____ e. _____ f. _____
g. _____ h. _____ i. _____ j. _____ k. _____ l. _____
m. _____

2. Mark the stress on the following words. Examples: America syllable

oxygen Japanese determination Japan vegetable
interest allergic photograph allergy photographic

3. Match a sentence on the left with one on the right according to the verb structures in each. Choose a term from the box below to label each pair.

Follow the example in italics.

- | | |
|-------------------------------------|----------------------------------|
| 1. <i>I'd often seen her there.</i> | a. He comes from India. |
| 2. She's having a baby soon. | b. He's already seen it. |
| 3. You arrived late. | c. She missed the bus. |
| 4. They've just signed it. | d. We're going to crash! |
| 5. It's going to rain. | e. I'm leaving in ten minutes. |
| 6. She speaks Greek. | f. <i>We'd already finished.</i> |

1. = f *Past Perfect Simple*

4. = _____

2. = _____

5. = _____

3. = _____

6. = _____

Past Perfect Simple / Present Perfect Simple / Present Continuous / Present Simple / Past Simple / be going to + verb

4. Comment on the difference, if any, in (i) meaning and (ii) grammatical form between these pairs.

1. (a) She's been to Bali.

(b) She went to Bali.

2. (a) They made me do it.

(b) They let me do it.

3. (a) Can you lend me \$5?

(b) Would you mind lending me \$5?

Answer Key

Question 1

a. noun, b. adverb, c. adjective, d. verb(Present Simple), e. conjunction, f. definite article, g. indefinite article, h. modal auxiliary verb, i. verb (full infinitive), j. preposition, k. object pronoun, l. auxiliary verb, m. subject pronoun

Question 2

The stress is always on the vowel sound in the stressed syllable.

<u>o</u> xxygen	Japan <u>e</u>	determ <u>i</u> nation	Japan <u>a</u>	ve <u>v</u> etable
int <u>e</u> rest	all <u>e</u> rgic	phot <u>o</u> graph	all <u>e</u> rgy	phot <u>o</u> graphic

Question 3

1. = f = Past Perfect Simple 2. = e = Present Continuous 3. = c = Past Simple
4. = b = Present Perfect Simple 5. = d = be going to + verb 6. = a = Present Simple

Question 4 1a. - describes a past action but part of cumulative experience (up to now) = Present Perfect

1b.- describes a completed past action (more remote from now) = Past Simple

2a/b - a = compels, b = gives permission, - similar structure = make/let + obj. p/noun + verb

3a/b - functionally the same, grammatically different, a = close relationship between speakers, b = more distant relationship

References: Practical English Usage, Michael Swan, OUP
Collins COBUILD Student's Grammar
Grammar for English Language Teachers, Martin Parrott, CUP, 2000