



NAME: _____

Please note that your written English as well as the content of your answers forms part of our assessment. You will be asked to further explain and analyse some of your answers at interview.

LANGUAGE TEACHING METHODOLOGY

A. Here are some statements about English language learning and teaching. Read each statement carefully and answer the question that follows:

1. Planning is a vital stage of an effective lesson. Why?
Your answer:

2. When planning and teaching, what factors regarding the students' needs, interests and backgrounds do you have to consider?
Your answer:

3. Nowadays, language teaching has moved away from teachers lecturing at the front and includes students working in pairs and in groups more. Why do you think this is?
Your answer:

4. New teachers of English are often not confident about analysing and teaching grammar. How can they help themselves improve in this area?
Your answer:

5. It's important that teachers reflect on every lesson they teach. Why?
Your answer:

LANGUAGE AWARENESS

B. Briefly describe a context you could use to help low-level students understand the following sentences.

For example: "You've lost weight!"

Context: Your friend arrives back after a year overseas. You go to the airport to meet them and you see they are much thinner. You say, "You've lost weight!"

1 "Can I help you with that?"

2 "I wish he'd asked me earlier."

3 "Watch out!"

C. What is the difference in meaning or use between each pair of sentences? It is very important that you keep your explanation simple enough for a low level student to be able to understand you.

For example: a) I am lonely. b) I am alone.
a) I feel unhappy because I am not with other people.
b) I am not with other people.

1 a) They might be there. b) They should be there.

2 a) I studied in France last year. b) I've studied in France.

3 a) I used to work full-time. b) I'm getting used to working full-time.

4 a) The plane took off. b) The business took off.

5 a) The cottage is very secluded. b) The cottage is very isolated.

6 a) What do you reckon about this? b) What is your opinion on this?

D. Match a sentence on the left with one on the right according to the tense used. Underline the tense in each sentence.

An example has been done for you.

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|--------------------------------|-------|----------------------------------|
| 1 They <u>arrived</u> early. | (d) | a He plays golf and tennis. |
| 2 I love my job. | () | b The bus had gone already. |
| 3 They were talking about you. | () | c They've met recently. |
| 4 She's tried it already. | () | d He <u>bought</u> the last one. |
| 5 I'm meeting her there at 8. | () | e I was having a bath. |
| 6 I'd been there before. | () | f She's playing tennis later. |

Do you know the name of any of these tenses?

E. Underline the stressed syllable in these words.

- | | | | |
|------------------------|----------------------|-----------------|-----------|
| e.g. <u>y</u> esterday | reserv <u>a</u> tion | <u>t</u> eacher | |
| activity | hospitality | photographer | vegetable |
| record (verb) | comfortable | business | creative |

F. Correct the punctuation or spelling mistakes in the following sentences. Each sentence has one error.

- Sydney is famous for it's harbour.

- Who's class did you say you were in?

- If I'd known, I'd of done it differently.

- Your welcome to come over for dinner.

- Do you know that students name?

- They're all anxious to know there results.

LANGUAGE TEACHING TECHNIQUES

G. A low level student asks you the meaning of the following words. How would you help the student understand the words in the simplest way? Think about using a variety of techniques. Please be ready to demonstrate how you would help the student with these words in your interview.

1 a whale _____

2 to shiver _____

3 (to be) patient _____

4 furniture _____

5 ancient _____

6 to make up _____