Pre-Interview Language Awareness Task

The following language awareness task is divided into four parts dealing with meaning, language function, structure and pronunciation and reflects the methodology and language awareness that you will cover in the Certificate IV in TESOL.

This task is NOT meant to be a test of your knowledge of grammar. It is primarily designed to make you think about your use of language. Do not spend hours writing your responses but do think carefully about them.

You may wish to use a reference book and/or dictionary to help you.

A. Meaning

Imagine you are explaining language to a learner of English. Look at the phrases below (focussing on the underlined section) and think carefully about the meaning of each. Briefly suggest how you might convey the meaning to a language learner (i.e. visuals, real objects, synonyms etc.) Use simplified language for somebody with limited English.

Example:

1. I’ve lived in Melbourne for five years.

Elements of Meaning:

I live in Melbourne now.
I began living in Melbourne 5 years ago.
There has been no interruption to this.

How to convey meaning:

Map of Australia
Melbourne – my home – picture - date of arrival and today’s date
Melbourne – me – year now – year of arrival
2.  I used to go to Lorne for my holidays.

Elements of meaning:

How to convey meaning:

3.  By the time I arrived she’d left.

Elements of meaning:

How to convey meaning:

4.  I was very embarrassed when my trousers split.

Elements of meaning:

How to convey meaning:
5. You look so thin!

Elements of meaning:

How to convey meaning:

6. It might rain this afternoon.

Elements of meaning:

How to convey meaning:
B. Language Function:

Consider the phrases below and decide what function or purpose each of them performs. The first one is done for you.

1. You really should go home.  
   | Giving advice |

2. I’m afraid it’s just not good enough.

3. I wish I hadn’t drunk so much last night.

4. Be careful, the step is loose.

5. I don’t feel like going to the movies.

Explain the difference in meaning between the two statements below.

a) I don’t feel like going to the movies.

b) I don’t like going to the movies.

How would you teach this difference in meaning to a learner of English, focussing on the meaning rather than the grammatical form?
C. Structure

From the following reading passage, match the parts of speech on the left with the correct example on the right. Put your answers in the box at the bottom of the page.

The first one is done for you.

They'd planned this trip for over two years. Her husband had taken early retirement and she was leaving work that same afternoon. Their daughters, who were themselves married, encouraged the adventure which would take their parents away indefinitely. The neighbours had been asked to look after the elderly cat and the mail would be redirected. The expensive home-on-wheels gleamed in the early morning sunlight as it graced the driveway of their home. These last twenty-four hours couldn't pass by fast enough. For the two travellers, nothing stood in the way of the big trip and their future together.

<table>
<thead>
<tr>
<th>Parts of Speech</th>
<th>Example</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 an adjective</td>
<td>a. they</td>
<td>1g</td>
</tr>
<tr>
<td>2 an adverb</td>
<td>b. was leaving</td>
<td>2_____</td>
</tr>
<tr>
<td>3 a pronoun</td>
<td>c. the</td>
<td>3_____</td>
</tr>
<tr>
<td>4 a contraction</td>
<td>d. stood</td>
<td>4_____</td>
</tr>
<tr>
<td>5 past continuous</td>
<td>e. who</td>
<td>5_____</td>
</tr>
<tr>
<td>6 a relative pronoun</td>
<td>f. had been asked</td>
<td>6_____</td>
</tr>
<tr>
<td>7 a definite article</td>
<td>g. elderly</td>
<td>7_____</td>
</tr>
<tr>
<td>8 an irregular verb</td>
<td>h. look after</td>
<td>8_____</td>
</tr>
<tr>
<td>9 a passive verb</td>
<td>i. taken</td>
<td>9_____</td>
</tr>
<tr>
<td>10 a past participle</td>
<td>j. indefinitely</td>
<td>10_____</td>
</tr>
<tr>
<td>11 a phrasal verb</td>
<td>k. gleamed</td>
<td>11_____</td>
</tr>
<tr>
<td>12 simple past</td>
<td>l. couldn't</td>
<td>12_____</td>
</tr>
</tbody>
</table>
D. Pronunciation

1. Mark the stress syllable on each of the following words. *For example:* department

- to record (verb)
- record (noun)
- understand
- information
- shampoo
- University
- preference
- Australia
- computer programmer
- pronunciation
- February

2. Look at the sentence below. How would placing the stress on different words change the meaning?

“He said he might phone tonight.”

eg.

He said he might phone **tonight**.

Tonight, not tomorrow night

3. Consider the following sentences. Does your voice go up, down or stay level as you say them? Remember, people can vary a little. Mark the direction of your voice with small arrows.

eg. Really, that’s nice. (Context: discovery that an item you like is so cheap !)

a. I’d like some eggs, some bread, milk and cheese.

b. What movie would you like to see?

c. Can you help me?

d. You’re from where? (very surprised)

e. Peter, don’t you dare! (mother to young child)