

Module 2 assignments

1. Maximum 24 marks

Here is a piece of written homework from a lower-intermediate student from Iran. It is a short descriptive passage and it contains some errors.

- a) Go through the work and indicate all the errors using an appropriate marking scheme in the margin of the text.
- b) At the end of the text, write a short explanation to suggest reasons why you think *each* of these particular errors might have been made in terms of language learning difficulties.

My brother is more old than me. He is now 20 year old. He live in Tehran with our aunt. He studies to be a electrical engineer. I like my brother. He is funny and he have got a bueatiful girlfriend. She is also a student. She is also wanting to be an engineer. Last year he has gone to England to study English for one month. My father borrowed him a suitcase to carry his things. My mother gave him some money to take with him. He buyed much things when he is there. I was very happy when he came back. Now I am study in England and he is in Tehran again.

2. Maximum 16 marks

Multiple-choice questions: study the choices carefully and then chose the *best* answer.

- a) The manner in which an individual moves his/her tongue, lips and jaw when making a sound is known as
 1. received pronunciation
 2. articulation
 3. phonology
 4. word stress

- b) The individual sounds of a language are known as
1. vowels
 2. diphthongs
 3. syllables
 4. phonemes
- c) We use the expression 'linking' to describe connected speech
1. where weak forms and strong forms are joined together
 2. where content and grammatical words are linked together
 3. where words regularly go together
 4. where words merge together
- d) The term 'Information gap activities' is used to describe
1. realistic language practice
 2. structures that the students still need to learn
 3. information that the teacher still has to give to the students
 4. gap-filling activities that the students do in their exercise books
- e) Minimal pairs are
1. sounds in English
 2. consonants in English
 3. vowels that differ slightly from each other
 4. words that differ in only one sound
- f) Jigsaw listening involves students
1. listening for particular detail and then exchanging information in pairs
 2. listening to a tape and then completing a table
 3. working individually and then as a whole class
 4. listening to a tape and then testing each other in pairs
- g) If I quickly go through a text looking for specific information, then I am doing activity.
1. a scanning
 2. a skimming
 3. an extensive reading
 4. a word web

- h) Information transfer activities involve students in
1. moving information from one place to another
 2. listening carefully for different items of information
 3. changing information from spoken to a written form
 4. transforming information into a new format

3. Maximum 20 marks

- a) Re-write the following words in standard script.

/teɪk/ /rʌf/ /fəʊld/ /baɪsɪkl/ /deɪlaɪt/ /grəmætɪkl/ /θrɪlɪŋ/

/mænɪʃəfæktʃə/ /prɔːn/ /rɪəlɪzəm/ /vɒləntɪə/ /təgeðə/

- b) Transcribe the following words into the phonemic alphabet.

tennis safe chapel shaves thought jungle hedge please

4. Maximum 40 marks

You have a recording of a conversation which is part of a radio programme exploring changes and trends in society. You also have the tapescript and this is given below. You would like to develop this theme further into a language skills lesson for an upper-intermediate class. Your lesson lasts for 90 minutes.

What suggestions can you make to ensure that the students get some practice in all four language skills using the conversation as the central theme of the lesson?

Do not try to provide a full lesson plan, but show clearly what activities you would use to exploit this material and develop this theme.

You are allowed to use ideas from published materials and coursebooks. However, you must reference all sources and you must not use whole units or sections. You must not 'cut and paste'. To reference a source you must write the name of the book, the name of the author(s), the publisher and the year of publication. For example: New English File Intermediate, Oxenden & Latham-Koenig, Oxford, 2006.

P = Presenter
CH = Catherine Holmes

P: I'm delighted to welcome our next guest today, the sociologist and broadcaster Catherine Holmes. Good morning.

CH: Morning.

P: She has just been putting the finishing touches to her new report which focuses on some of the social changes that the UK has undergone in the past twenty years. So, Catherine, perhaps you could briefly outline for us some of the main findings of your report.

CH: I'll try. Let's start with migration trends. Over the past twenty years the number of people emigrating from the UK to places like Australia and Canada has been on the increase – up by 2.3%. The age of the people leaving, on the other hand, is decreasing; the average age of UK migrants now stands at around 36.

P: I understand that you also did some research into the eating habits of the population.

CH: That's right. It seems from our findings that people are at last starting to eat more healthily, at least in some parts of the country. Sales of fruit and vegetables, especially organic produce, are going up in the central regions of England and the south of Scotland, while they are staying pretty static elsewhere. Consumption of fast food is falling a little, but the government, doctors and health advisers would all like to see this happen at a much faster rate. They are planning to launch a new campaign warning the general public of the dangers of eating too much junk food.

P: So, it looks like I should be taking more care over my choice of food. Did you find any changes in people's attitude to living and working in the UK?

CH: Yes. Part of our research centred on how people feel about their general standard of living and their attitudes to the changes that have taken place in working practices. And on the whole most people seem to be less content with their lot than they were twenty years ago.

P: For instance?

CH: Well, although more people believe that they now have much better access to consumer goods than before, the majority, about 65%, feels less secure in their jobs and are spending more time at work – the average increase here is about 1 hour 20 minutes per week. This situation, of course, is leaving them less time for recreation and hobbies and doctors are reporting an increase in patients with stress-related complaints. The two seem to be connected, but there is at present no proof of this.

P: And what about women in the workplace – are there any changes there?

CH: Although there are now more women than ever before in full-time employment, the increase over the past ten years has been quite small, around 2.2%. Even so, many women are now working full-time, while many more men are opting to stay at home and look after the kids. Most men in this position say that they are enjoying their new role and are finding it more rewarding than working up to 48 hours a week stuck behind a desk.

P: I'm sure that you have a lot more fascinating facts and figures to tell us, but I'm afraid that's all we've got time for. So, Catherine many thanks for coming into the studio today.

CH: My pleasure.