

Thank you for your interest in taking a course leading to the University of Cambridge ESOL Modular DELTA at GIGA International School of Languages. In order to enable us to assess your suitability for the DELTA course, you should send us the following:

1. A completed copy of the attached **application form** and **language awareness tasks**.

2. A lesson plan

The plan should:

- be for a 60-minute lesson
- be for any level of adult learners
- have a focus on specific language (grammar or vocabulary) which is new to the learners (e.g. *used to* for intermediate learners)

When writing your plan, you should

- include a brief profile of your group of learners
- mention any anticipated problems, with solutions
- analyse the language (meaning, form and pronunciation of the grammar or vocabulary you'll be focusing on in the lesson)
- include:
 - 1 main aim(s)
 - 2 stages (e.g. lead-in), with aims for each stage
 - 3 detailed procedure
 - 4 Interaction
 - 5 Timing
- include a copy of any materials you'll be using

Following the lesson, you should complete a self-evaluation, detailing the following:

- what you think worked well
- what you think you would do differently next time

The above should be sent, along with the completed application form and tasks below

Language Awareness Tasks

Please complete three of the following tasks (one from A, one from B and C) and write a total of between 800 and 1000 words. Your ability to write in a concise and convincing manner is essential for the DELTA course! Please write your tasks on a separate document.

A. (choose one from here)

1. Advantages and disadvantages of using a course book.
2. Error correction: what, why, when, where, whom?
3. Potential dangers of pair and group work; strategies to overcome these.

B. Choose one of the following pieces of language. State the level you would teach it at, how you would introduce it and how you would practise it. What problems do you foresee students having with the piece of language and how could you help them overcome them?

1. You might say learning English is difficult I suppose!
2. He's always going on about it

C. Look at the attached text (The Radio Journalist) and answer these questions:

1 Language

- a. "I'm freelance at Kiss and don't have to be there till the afternoon": Can you substitute "don't have to" with "mustn't"? Why not?
- b. "Kiss set up as a pirate radio station ... I also set up interviews ": What is the *grammatical* difference between these two examples of "set up"?
- c. "We go off air at 7.15pm. Then I rush up to the office, log in the records that have been played, work out what will be on the show the next day and type it up": How many phrasal verbs? What type are they?
- d. "I'm always looking out for new topics of interest" : Explain this use of the present continuous.
- e. "On a bad day we'll steam into the studio at 6.58pm" : explain this use of "will".
- f. "She was introduced by friends to Tony Farsedes": Why passive instead of active?
- g. "I get a real buzz from doing live work": What part of speech is each word in this sentence?

THE RADIO JOURNALIST

Name: Lisa l'Ason

Age: 27

Profession: Radio presenter/researcher/reporter for The Word, a daily magazine programme on London's Kiss 100 FM.

Place of Work: Kiss House, Holloway Road, London

Route to Job: At nineteen she took a diploma in radio journalism at the Polytechnic of Central London, then went into fashion PR for one and a half years. During this time Kiss set up as a pirate station and she was introduced by friends to Tony Farsedes, who originated The Word and made her the (unpaid) presenter. After three years Kiss was given a legal licence, and The Word now goes out five times a week, 7-7.15 pm

Dress: anything goes - casual.

LISA'S DAY

"I get up at about 10am and go to the gym or a step class. Then I go home and read newspapers and magazines. I'm always looking out for new topics of interest as I have to write all my daily material.

"I'm freelance at Kiss and don't have to be there till the afternoon. In the morning I usually record TV and radio voice-overs, which takes an hour or two. I often have lunch with a friend, then I leave the house at 4pm and drive to work.

"I get to the office at 4.30pm, listen to the answering machine and open the mail. Record companies may suggest I interview a certain band, and club organisers let me know about forthcoming events. As well as presenting, I'm responsible for a run-down of suggestions for where to go that night, and it takes me anything from half an hour to one and a half hours to compile and type the listings. I also set up interviews that I'm going to do, and book the studio time.

"At 5pm I may do an interview with someone, and I try and juggle my listings around that. An interview never lasts more than half an hour because it will only last about four minutes once it's edited.

"At 6.30pm I go on air on Dave Pearce's 'drive-time' We have a little gossip, I tell him what's going to be on the programme and I recommend a couple of clubs for that night. Then I go to the studio with Sonia, another reporter who often leads the show. If we've got time we'll do a quick rehearsal; on a bad day we'll steam into the studio at 6.58pm and I'll go straight on air at 7.02pm after the news.

"We go off air at 7.15pm. Then I rush up to the office, log in the records that have been played, work out what will be on the show the next day and type it up for the daytime DJs so that they can trail it throughout the day. I leave at any time between 7.30pm and 10pm. I spend about one evening a week doing work-related socialising – going to a concert or dinner with record company people. Other perks include free records, free entry to clubs and concert tickets.

"I often forget that 100,000 people are listening to me and, in fact, I don't get nervous any more. I get a real buzz from doing live work. I'm very much my own boss and no one interferes with what I do."

Salary: £15,000-£20,000 per year, including TV work etc.

Monthly spending breakdown: £200 rent, £200 clothes, £50 bank loan, £60 petrol, £40 magazines and books.

Ambition: "To maintain my profile, go on presenting and climb up the 'media ladder'."

Source: Marie Claire

2 Phonology

Task – Suggest two problems with pronunciation a learner might have with the following sentence. You should cover two of the following areas: a. individual sounds; b. Linking; c. stress and intonation.

3

If I had seen Michael, I would have told him about the party.

3 Lexis

Task – Look at the following sentence written by a learner of English, which contains a mistake. Please

- a. correct the mistake
- b. say why the learner might have made the mistake
- c. suggest a classroom activity which may help the learner with the mistake.

Have you made the research yet?