

EJERCICIO A.1. COMPRENSIÓN AUDITIVA

You will hear a radio interview with a NASA executive.
Complete the following sentences with the exact words you hear. Use ONE word per gap. Sentence 0 is an example.

Example 0. Daniel Lockney is NASA's technology transfer program executive.

- 1 One of NASA's commercially applied discoveries is _____ present in baby food.
- 2 With *Edison Nation*, NASA is developing a device that monitors _____
- 3 With *Edison Nation* and *Marblar* NASA hopes to tap into the untapped _____
- 4 The main goal of crowdsourcing is to draw _____ from the public.
- 5 NASA's willing to help with any good idea that might require _____ from a technological point of view.
- 6 A significant amount of the profits go to the government _____
- 7 Incorporating NASA technology has resulted in billions of dollars in _____
- 8 In NASA's Space Exploration program, software is becoming _____
- 9 The LDSD aims to produce sufficient _____ for re-entering the atmosphere.
- 10 Current parachutes are unable to _____ the landing of heavy spacecrafts.

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Answer the ten questions below. Suggested length: one side of a sheet per question.

Question 1

Explain the different uses of the apostrophe. Provide examples of each of its uses and mention frequent mistakes Spanish students make.

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Question 2

What are consonant clusters and what difficulties may learners of English encounter in their pronunciation? Provide examples of clusters at the beginning and at the end of words.

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Question 3

Explain the pronunciation and stress phenomena that occur in these words. Give examples of both words in context. Provide one strategy to teach stress patterns.

contrast

separate

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Question 4

Briefly explain what neologisms are. Choose two from the list below and explain how they are formed from a lexico-morphological point of view. In what context(s) would you teach them?

flexitarian	millennial	hangry	adorkable	defriend	smog
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Question 5

Explain and exemplify the use of cleft sentences and transform the sentence below in three possible ways.

My brother bought his new car from our next-door neighbour last Saturday.

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Question 6

Why do students commonly confuse words such as *borrow/lend* or *hope/wait/expect*? What ESL teaching strategies may help students avoid misusing them?

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Question 7

Give reasons why ESL students should learn English idioms. How would you teach idioms effectively? Think of an idiom and give a practical example of your teaching strategies.

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Question 8

Describe three unreal uses of past tenses. Give examples and specify the level(s) in which these explanations are appropriate.

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Question 9

Give examples of how social conventions and manners of speaking may cause awkwardness between Spanish and English speakers. How can a teacher help learners develop a sensitivity to appropriacy?

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Question 10

Read the following excerpt of a novel and underline the expressions in the text that set the register. Briefly explain three of the linguistic traits used to convey its tone. Explain how and at which level you could use this passage in class.

If you really want to hear about it, the first thing you'll probably want to know is where I was born, and what my lousy childhood was like, and how my parents were occupied and all before they had me, and all that David Copperfield kind of crap, [...]. In the first place, that stuff bores me, and in the second place, my parents would have about two hemorrhages apiece if I told anything pretty personal about them. [...] they're also touchy as hell. Besides, I'm not going to tell you my whole goddam autobiography or anything. [...] I mean that's all I told D.B. about, and he's my *brother* and all. [...] He just got a Jaguar [...] It cost him damn near four thousand bucks.