**University of Cambridge CELTA Language Related Tasks**

**Feedback Sheet** *\*please include this as the first page of your assignment*

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| **Name** | **Submission date** | **~~Word count~~** | **Signature to confirm own work** |
|  |  | **NA for this assignment** |  |

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| **Assessment Criteria**You have (√) / have not (x)1. analysed language correctly for teaching purposes 🞏2. correctly used terminology relating to form, meaning and phonology when analysing language 🞏3. accessed reference materials and reference information you have learned about language to an appropriate source 🞏4. used written language that is clear, accurate and appropriate to the task 🞏 |
| **Overall Comment** |
| **Comments on resubmission** (if applicable)**:**  |
| **Assessment:**

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| Grade  | Date  | First marker  | Second marker |
| Pass 🞏 |  |  |  |
| Resubmit 🞏 |  |  |  |
| Pass on resubmission 🞏 |  |  |  |
| Fail 🞏 |  |  |  |

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**Submission Sheet**

*(Please include this as the second page of your assignment)*

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| **CHECKLIST:** *Check your work and tick the boxes to ensure you have completed all necessary parts of the assignment.*🞏 Every box on each LA Form has been completed🞏 You have stated the reference books (grammar and vocabulary) used 🞏 The contexts are clear and easy to understand and will lead to the target language(don’t forget to mention any visuals, realia, gesture, timelines, etc, that you plan to use)🞏 The target language is not used to clarify itself, set the context, or check understanding (e.g. for “I used to drive to work” do not ask the question “Did he use to drive to work?”)🞏 The language is graded appropriately (simple tenses and common lexis) 🞏 CCQs and other ways of checking cover the full meaning 🞏 The form has been broken down appropriately 🞏 The phonology has been broken down appropriately and includes, where appropriate, specific sounds (in Standard British phonemic script), sentence stress, contractions, linking and other aspects of connected speech🞏 Proofread to ensure your written language (grammar, choice of vocabulary, spelling and punctuation) is accurate |

**CELTA WRITTEN ASSIGNMENTS**

 **Language Related Tasks Assignment**

This assignment will be assessed according to the following criteria:

 **a analysing language appropriately for teaching purposes**

 **b correctly using terminology relating to form, meaning and phonology when analysing language**

 **c accessing reference materials and referencing information that they have learned about language to an appropriate source**

 **d using written language that is clear, accurate and appropriate to the task**

Language analysis and language clarification are an essential part of enabling learners to understand and use new language, i.e. grammar, vocabulary, and functional language. As such, it is critical that teachers practice and develop this ability

Assignment Instructions

1. Analyze the language items on each page in terms of *meaning/use, form,* and *pronunciation*
2. There are three categories: grammar, vocabulary and functional language. There are two items per section, making a total of 6 items.
3. An example of appropriate analysis for each one has been provided for you. Follow this model for guidance. Also follow the “HINTS” provided. Consider the language level (this is stated for each item) for which you would clarify the different language items.
4. Only consider the language that is underlined in each example. But you must consider ALL the language that is underlined.
5. You do not need to get everything 100% correct in this assignment to pass. However, you must attempt every question, and overall you must demonstrate the ability to correctly analyze meaning, form, and pronunciation of grammar, lexis, and functional language.
6. You must reference grammar references, e.g. Swan, Parrott, Scrivener, and lexis references, e.g. dictionaries, Google Ngram Viewer, etc. for this assignment. Reference these sources in the boxes on this page below. If you are not sure how to reference sources, please consult the course handbook.

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| **References consulted** | **Grammar:** |
| **Vocabulary:** |

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| **LANGUAGE ITEM** | **MEANING AND CHECKING MEANING** | **FORM** | **PRONUNCIATION**  |

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| **GRAMMAR EXAMPLE****She used to play** the guitar.***(With pre-intermediate learners)*** | **Meaning:***Used for habitual actions or states in the past.***Concept Questions Answers:***Does she play the guitar now? No**Did she play in the past? Yes**Did she play it one time or many times? Many times* | **She used to play…****What is this grammatical structure/tense called:***‘used to’ for past habits (no tense name)*

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| *Subject + used to + V1* |

**What are the 3 grammatical components you need to make this structure/form?** | **Mark sentence stress with boxes above:** • • • She used to play the guitar. **used to play** transcribed as it is said in natural speech/ju:stǝpleɪ/ |

**NB – Fill in the boxes. Some questions are multiple choice so simply bold or underline the correct option/s.**

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| **GRAMMAR ITEM 1****I’m having** lunch with Elizabeth on Tuesday.***(With elementary learners)***  | **Meaning:** (HINT: This may look like a present form, but it does not have a present meaning.)**Concept Questions Answers:** | **I’m having…****What is this grammatical structure/tense called?****What are the grammatical components you need to make this structure/form?**

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 | **Which two of the following examples are correct (the most natural)?**• • • • • • •1) I’m having lunch with Elizabeth on Tuesday.  • • •2) I’m having lunch with Elizabeth on Tuesday.  • • •3) I’m having lunch with Elizabeth on Tuesday.  • • • • 4) I’m having lunch with Elizabeth on Tuesday.  |

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| **GRAMMAR ITEM 2****He’d left** by the time **we arrived**.***(With intermediate learners)***  | **Meaning:** (HINT: What’s the relationship in time between the two events?)**Concept Questions Answers:****Timeline:** (You can attach this as an appendix) | **he’d left****Tense Name =** **Form =** **we arrived** **Tense Name =** **Form =** | **Mark the two most likely main sentence stresses with boxes above:**He’d left by the time we arrived. |

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| **LANGUAGE ITEM** | **MEANING AND CHECKING MEANING** | **FORM** | **PRONUNCIATION**  |

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| **VOCABULARY EXAMPLE**He **got away with** the crime.***(With intermediate learners)*** | **Meaning:***To not be punished for a crime or activity which that person is guilty of.***Concept Questions Answers:***Did he do it? Yes**Did he get punished for it? No**Did they catch him? Maybe*What other things can you get away with?*Crimes, being naughty, not doing your homework* | **What word class/part of speech or type of lexical item is this and what is the infinitive form?** *to get away with (something)**phrasal verb (inseparable and transitive)* | **Stress: Where does the main stress fall?** •get away with**Transcribe phonemically:**/ˡgedǝˡweɪ wɪθ/ |

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| **VOCABULARY ITEM 1****Fruit*****(With elementary learners)*** | **Meaning:****Concept Checking Technique using visuals (for elementary students):**(HINT: Remember that this should *check* not just *convey* the meaning)  | **What word part of speech is this?****What are three common verbs that go before ‘fruit’? (include reference source)** | **Would you show any features of pronunciation of this particular item? Why/why not?** |

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| **VOCABULARY ITEM 2****do a good job*****(With pre-intermediate learners)*** | **In what context/situation would you teach this lexical item? Be specific.** **What is one problem a learner might have in understanding the *meaning* of this lexical item?** | **What is this type of lexical item called?**1. a phrasal verb
2. a connotation
3. jargon
4. a collocation

**Why?** | **What happens BETWEEN these two words from the sentence to link them? Choose the correct option:****“…doa…”**a) /du:wə/b) /du:æ/c) /du:jə/d) /du:wɑː/ |

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| **LANGUAGE ITEM** | **MEANING AND CHECKING MEANING** | **FORM** | **PRONUNCIATION**  |

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| **FUNCTIONS EXAMPLE****Would I be able to use the car tonight?*****(With pre-intermediate learners)*** | **Meaning:** (HINT: Use a 1-2 word answer)*Asking permission***Concept Questions Answers:***Do I want something? Yes**Am I asking for it or telling someone I want it? Asking**Is it polite or not polite? Polite* | **What is the form/structure for this item?**

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| *Would I be able to + V1?* |

 |  **Mark sentence stress with dots:** • • • •Would I be able to use the car tonight?**Transcribe “Would I be able to…” phonemically as it is said in natural speech:**/ wʊdaɪbi: eɪbəltə / /j/ |

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| **FUNCTIONS ITEM 1****Can you pass** the salt?***(With elementary learners)*** | **Meaning:** (HINT: Use a 1 or 2 word answer here. Remember to think of the *function*)**Concept Questions Answers:****Draw a cline to show appropriacy including other examples performing the same function:** (You can attach this as an appendix) | **What is the form/structure for this item?**(HINT: Remember not to analyze this item word by word, but rather as a *chunk and only the underlined part of the sentence* – see example above) | **Mark sentence stress with dots over the stressed syllables:** Can you pass the salt? Speakers might use either weak or strong vowel forms when speaking. Transcribe the following:**Can you pass** 1) Transcribe the strong form of ‘can’ / /2) Transcribe the weak form of ‘can’ / /3) Transcribe the strong form of ‘you’ / /4) Transcribe the weak form of ‘you’ / / |

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| **FUNCTIONS ITEM 2****If I were you, I’d go** to Japan.***(With intermediate learners)*** | **Meaning:** (HINT: Use a 1 or 2 word answer here. Remember to think of the *function*)**In what context/situation would you teach this language item in the given sentence above? Be specific.** (HINT: Look at coursebooks for examples of typical contexts) | **What is the form/structure for this item?**(HINT: Remember not to analyze this item word by word, but rather as a *chunk and only the underlined part of the sentence* – see example above) | **Mark sentence stresses with boxes above the stressed syllables:**If I were you, I’d go to Japan.**Transcribe the following phonemically as it is said in natural speech:****If I were you, I’d**/ / |