ASSIGNMENT: LANGUAGE RELATED TASKS

750 –1000 words

Aim

This assignment is to develop your language awareness for the purposes of teaching. You will practise ways in which to contextualise language and highlight relevant features of meaning, form and pronunciation. You will also highlight problematic areas for students relating to the structures below and suggest how you might help learners with the areas you have selected (meaning, form and pronunciation where relevant). The purpose of this is to get you to practise the kind of contextualising and checking you will often do on the spot in class when language arises or when designing lessons.

Task
For each of the following items of language:

	state the meaning or use of the language highlighted in **bold** *(lexis or grammar)*
	provide a brief context to convey meaning of target language within the model sentence provided.
	identify the form (focus on language in **bold***) and state the name of the structure and label each of its components, also state the part of speech if it's lexical item.*
	provide concept questions **and** *answers to check understanding of meaning (of the target language within the complete model sentences if they are appropriate. Use any other means to convey and check language e.g. synonyms and antonyms or eliciting examples.*
	draw timelines when appropriate or say how you would convey the essential meaning, e.g. using pictures.
	highlight specific phonological features, e.g. connected speech and silent letters.
	highlight potential difficulties with meaning, form and pronunciation and suggest how you might address them in class.

1. **She's used to** gett**ing** up early. (Grammar Structure)

2. **He's been waiting** for her for two hours. (Grammar Structure)

3. He **was taken in** by her. (Lexis)

4. I'm definitely **having a lie-in** tomorrow. (Lexis)

(See overleaf for example + assignment design and assessment criteria)

- Not to be written in continuous prose, except for the context (see example)

*TIP: consider names of tenses and type of lexis (e.g.) collocation

EXAMPLE

> **I wish I hadn't gone** to bed so late last night.

Meaning and Use

Use: We use this to express regrets.
Meaning in this context: I went to bed late. I feel tired now. I am not happy about my decision.

Context to convey meaning:

Last night I had lots of homework to do, and there was a big football match on TV. I watched the game with some friends, and this finished at 10.00. I then had a snack, and sat down to do my homework. Then my friend called me and was on the phone for an hour. It was 2.00 before I finished my homework and went to bed. Today I am really tired! *I wish I hadn't gone to bed so late last night.*

Breakdown of form

subject + wish + subject + had(n't) + past participle

Ways I will check meaning:

1) *Concept questions*

Did I go to bed late?   Yes
How do I feel today?   Tired.
Am I happy today that I went to bed late?   No

2) *Elicit further regrets about the situation*

What other regrets do I have about last night?
e.g. I wish I hadn't watched the game
     I wish I had done my homework instead
     I wish I had told my friend I'm too busy

Pronunciation

1. weak pronunciation of '*gone*'
2. linkage between '…wish I…'
3. *t* in 'hadn'*t*' almost disappears when spoken

Potential Problems and Solutions

Problem	Solution
1. Meaning: Student might not realise that this sentence has a hypothetical meaning	Ask students the concept questions above and elicit further regrets.
2. Form: Students may confuse past simple and past perfect form, e.g. I wish I went to bed earlier	Put a sentence with an error on the board. Put students in pairs and ask them to correct it. Elicit and check the correct answer on the board.
3. Pronunciation: Contraction of '*had not*' to '*hadn't*' could be difficult to say	Model the sentence and drill the sentence chorally and then individually.

<u>Assignment Design and Assessment Criteria</u>

Successful completion of the assignment will be based on the following:

- ✓ **analysing language correctly for teaching purposes**
- ✓ **correctly using terminology relating to form, meaning and pronunciation when analysing language**
- ✓ **accessing reference materials and referencing information they have learned about language to an appropriate source**
- ✓ **using written language that is clear, accurate and appropriate to the task**