## To be completed by CELTA candidate

Submitted by: Steven Levithan

Assignment title: Language Related Tasks (LRT)

Assignment number: 2

Number of words: 997

Submitted on (date): 2020-11-28

This assignment is my original work and I have acknowledged all sources.

Full name: Steven Levithan

### To be completed by CELTA tutor

Overall grade: Pass

General comments: Thank you for this, Steven. You have analysed these items very well, with clear focus on MPF, and problems and solutions. Well done 😊

Pass

Orlando Delgado

Ricardo Fajardo

Dec 10th 2020

# Grammar 1

**…everything that has happened to us during the day.**

Context: “The traditional theory about sleep is that our brain needs to rest […] to ‘file’ in our memory everything that has happened to us during the day.”

## Meaning

*Has happened* is used here to describe multiple actions that occurred at non-specific times in the past, and that have completed before falling asleep.

I’d illustrate this use of present perfect tense using a timeline, with multiple Xs in the *past* section.

CCQs:

* Are the events in the past or continuing now? (Past)
* Do we know exactly when the events occurred? (No)
* Does it matter if there was one event or multiple events? (No)

## Form

subject + have/has + past participle

The auxiliary verb have/has is usually contracted as ’ve/’s in informal language (e.g., *she’s eaten*). It’s technically an error to use “it’s” to mean “it has” rather than “it is”, but both uses are common in speech. When negating have/has, the contraction moves to the end of the word in informal language (*she hasn’t eaten*).

## Pronunciation

…EVerything *~~that has~~* that’s HAPPenedᴗto us DURing the day.

/ˈɛvriˌθɪŋ ðæts ˈhæpənd tə əs ˈdʊrɪŋ ðə deɪ/

## Anticipated Problems & Solutions

* Students might not know when to use have vs has.
	+ Solution: Explain that has is for third person singular and uncountable nouns/pronouns; otherwise use have.
* Because of the name “present perfect”, students might think this form refers to actions in the present.
	+ Solution: Explain that “present” refers to the form of the verb have/has rather than the timing.

# Grammar 2

**He plays checkers.**

## Meaning

In this sentence, the word *plays* conveys that playing checkers is a hobby or routine. It starts in the past and continues into the present and future.

I’d illustrate this use of present simple tense using a timeline with past, present, and future marked. I’d draw a wavy line that spans all three.

CCQs:

* Is this about the past, present, or in general? (In general)
* Do we know exactly when it’s happening? (No)
* Has he played once or multiple times? (Multiple)

## Form

subject + base verb (+ -s/-es)

## Pronunciation

He plays CHECKers.

/hi pleɪz ˈtʃekɚz/

## Anticipated Problems & Solutions

* Students might not know whether to add -s or -es to the verb.
	+ Explain the spelling rules: use -es for verbs ending in s, sh, ch, or x, and change y to ie before adding -s.
* Because of the name “present simple”, students might think this form refers to actions in the present.
	+ Solution: Explain that the name refers to the form of the verb rather than the timing.

# Lexis 1

**I never go to bed after 11 pm.**

## Meaning

In this sentence, *never* is used to mean that on no occasions do I go to bed after the specified time. In terms of the percentage of times the action is taken, *never* means 0%. However, if understood in terms of how many times it occurs per year or so (as is common in casual conversation), then depending on context it might mean something closer to no more than 3 times per year.

Thus, like other adverbs of indefinite frequency, the word is best understood in reference to units of time, percentage of times an action is taken, or in comparison with other frequency adverbs. I’d therefore convey the meaning by showing a cline going from 0% to 100%. I’d place *never* at 0%, and other frequency adverbs at other positions.

CCQs:

* Do I go to bed after 11 pm on some days? (No)
* Do I go to bed after 11 pm on weekends? (No)
* Do you know exactly when I go to bed? (No)

## Form

subject + never + verb

*Never* is often used in the context of what might be repeated actions for other people. Thus it’s often used with present simple.

*Never* cannot move to the beginning or end of a sentence like some other adverbs of indefinite frequency.

*Ever* is used instead of *never* in questions and negative statements.
Question: Have you ever kayaked?
Negative: I haven’t ever kayaked.

## Pronunciation

NEVer

/ˈnev.ɚ/

## Anticipated Problems & Solutions

* Students might try to use “never” in a question.
	+ Solution: Teach the replacement word “ever”.
* Students might try to move “never” to the beginning/end of a sentence.
	+ Solution: List the most common frequency adverbs, and mark whether they can move to the beginning and/or end.

# Lexis 2

**I rarely get up after 7 am.**

## Meaning

In this sentence, *rarely* means that it happens very few times. It it very different from the speaker’s routine, but on a small number of days it happens anyway.

Like other adverbs of indefinite frequency, *rarely* is best understood in reference to units of time (e.g., how many times a year), percentage of times an action is taken, or in comparison with other frequency adverbs. I’d convey the meaning by showing a cline going from 0% to 100%. I’d place *rarely* at 10%, and other frequency adverbs at other positions.

CCQs:

* Do I get up after 7 am every morning? (No)
* Do I get up after 7 am on some days? (Yes)
* Is it common for me? (No)
* Which is more, rarely or infrequently? (Infrequently)

## Form

subject + rarely + verb

*Rarely* is often used in the context of routines or repeated actions. Thus it’s often used with present simple.

*Rarely* can change position to the end of a sentence, often preceded by “very” (e.g., “I travel very rarely”). But unlike some other adverbs of indefinite frequency (e.g., sometimes, usually), it cannot move to the beginning.

## Pronunciation

RAREly

/ˈrer.li/

## Anticipated Problems & Solutions

* Students might not understand the difference between rarely and infrequently or other frequency adverbs.
	+ Solution: Show percentages for each frequency adverb (e.g., rarely: 10%, infrequently: 25%).
* Students might mispronounce /ˈrer.li/ as /rer.ə.li/.
	+ Solution: Show IPA notation, model, and drill.

# References

* M. Parrott, *Grammar for English Language Teachers*, 2nd Edition, Cambridge University Press, 2000
* Cambridge Learner’s Dictionary Online, <<https://dictionary.cambridge.org/dictionary/learner-english/>>
* ToPhonetics, <<https://tophonetics.com/>>