

# Celta 1st assignment

Linguistics, Language



Assignment 1 / Language focus The car's going to crash Form describe the form: Be going to Affirmative: Subject + be + going to + bare infinitive Interrogative: Be + subject + going to + bare infinitive ? Negative: Subject + be + not + going to + bare infinitive Short form response: Yes, subject + be + going to + bare infinitive No, subject + be + not + going to + bare infinitive Phonology : /g???? / Anticipated Problems confusion with will for future purposes confusion with getting for future plans (getting more certain) Context Look at these dark clouds! It's going to rain. 1 Use certainty that something is going to happen to the future(imminent)/prediction (Look at this car! It is going to crash into the yellow one) Contributions to learning I could use personalization (Based on my possible knowledge of a students other activities, I could use an example like: John is going to walk back home) Have the students listen or read from the board/student book/handout some examples with oing to (these receptive skills make learning more concrete and give confidence by repeating the structure) Give the students the chance to repeat the structure (produce) via speaking, exercises and writing Use contrast, concept questions and other technics in order to clarify, in case the students get confused You should have done your assignment Form describe the form: Should (Should is the conditional form of shall, which is a modal verb) Affirmative: Subject + should + verb Interrogative: Should + subject + verb Negative: Subject + should + not + verb Short form response: Yes, subject + should + verb No, subject + should + not + verb Phonology : /?? d/ Anticipated Problems: differences between should and shall differences between should and would (future in the past) differences between should and must to (obligation) differences between

should and will (only about the future) phonology, should not should  
 confusion with the irregular verb in the example, make one with a regular  
 Should + present = advice, desirability (You should go to the doctor) Should  
 + past = criticism (You should have paid your bills) Context

By the time John woke up, it was too late to visit the local museum. I should  
 have used my alarm clock, he said to himself. Use to give advice (You should  
 take regular exercise) in hypothetical situations (Should you need any help,  
 just call me) to give tentative opinions (I should think the cost will be about  
 50 euros) Contributions to learning I could use personalization (Based on my  
 possible knowledge of a student's other activities, I could use an example  
 like: John missed the deadline. He should have been more responsible) Have  
 the students listen or read from the board/student book/handout some  
 examples with should (these receptive skills make learning more concrete  
 and give confidence by repeating the structure) Give the students the  
 chance to repeat the structure (produce) via speaking, exercises and writing  
 Use contrast, concept questions and other techniques in order to clarify, in case  
 the students get confused I have to complete this assignment on time Form  
 describe the form: have to Affirmative: Subject + have to + verb  
 Interrogative: Should + subject + verb Negative: Subject + should + not +  
 verb Short form response: Yes, subject + should + verb No, subject + should  
 + not + verb Phonology: /h? / (obligation) but /h? v/ for possession  
 Anticipated Problems confuse with the verb have (possess) confuse with  
 have as an auxiliary verb used in tense formation have got to (the same,  
 mostly British English) to has a weak sound Context John was late. He had to  
 leave the hotel immediately if he wanted to catch his train. But first he had

to go to the reception and pay the bill. Use to talk about strong obligation that comes from somewhere else, for example from you boss, you parents, a rule at school or work. we do not use have to when we talk about what is a good idea to do, but we don't do it yet Instead, we use should.

Contributions to learning I could use personalization (Based on my possible knowledge of a students other activities, I could use an example like: John lost his jacket. He has to buy a new one) Have the students listen or read from the board/student book/handout some examples with have to (these receptive skills make learning more concrete and give confidence by repeating the structure) Give the students the chance to repeat the structure (produce) via speaking, exercises and writing Use contrast, concept questions and other technics in order to clarify, in case the students get confused