

3.3 Language Related Task (LRT)

Assignment

Language Related Task - LRT

750-1000 words*

Task: Below is a typical text that you might have upper-intermediate level (CEFR B2) students read in class. In a text-based language lesson you would clarify language items from the text so they come from a clear context. This CELTA assignment requires you to analyse language. Before analysing the language, it's a good idea to comprehend the text. Read it carefully before you attempt this assignment.

A Lobster Diver In Cape Cod Says A Humpback Whale Scooped Him Up And Spat Him Out

A commercial lobster diver says he escaped relatively unscathed after nearly being swallowed by a humpback whale, in a biblical-sounding encounter that whale experts describe as rare but plausible.

Michael Packard, 56, said that he was diving off the coast of Provincetown, Massachusetts, on Friday morning when the whale suddenly scooped him up.

"I was in his closed mouth for about 30 to 40 seconds before he rose to the surface and spat me out," Packard later wrote on Facebook. "I am very bruised but have no broken bones."



The *Cape Cod Times* reports that Packard was rescued from the water by his crewman and rushed back to shore, where he was transported to Cape Cod Hospital. He walked — albeit with a limp — out of the hospital that afternoon.

While he's still recovering from soft tissue damage, Packard told the newspaper he'll be back in the water as soon as he heals.

"Packard told WBZ-TV that he was about 45 feet down in the water when he suddenly felt "this huge bump and everything went dark." He initially feared he had been attacked by a shark.

"Then I felt around, and I realized there was no teeth and I had felt, really, no great pain," he said. "And then I realized, 'Oh my God, I'm in a whale's mouth. I'm in a whale's mouth, and he's trying to swallow me.'"

Packard was still wearing his scuba gear and breathing apparatus inside the whale's mouth, which he said was completely dark. Fearing he wouldn't make it out alive, he thought about his wife and sons."

After about half a minute, the whale rose to the water's surface and began shaking its head from side to side.

"I just got thrown in the air and landed in the water," Packard recalled. "And I was free, and I just floated there ... I couldn't believe it. I couldn't believe I got out of that."

... June 12, 2021 3:52 PM ET

Adapted from: TREISMAN, R (2021) [A Lobster Diver Was Nearly Swallowed By Humpback Whale : NPR](#)

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Note: When doing this assignment, you do not need to write in prose - bullet points are fine, but make sure you include all the specified information. Use the following form/template for your Language Analysis, responding to all the prompts in the boxes.

Cambridge English Language Assessments specifies that for this assignment successful candidates can demonstrate their learning by:

- analyzing language correctly for teaching purposes
- correctly using terminology relating to form, meaning and pronunciation when analyzing 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

Now, look at the items underlined in the text.

Grammar

- 1) he was diving
- 2) Packard was rescued

Vocabulary

- 3) relatively unscathed
- 4) plausible

Complete the analysis of each item by filling in the table below.

You must analyze the four items specified for your assignment – **do not choose different ones**.

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Grammar 1

Language area and use: What is the grammatical structure you intend to teach?

Interrupted past continuous/ past continuous

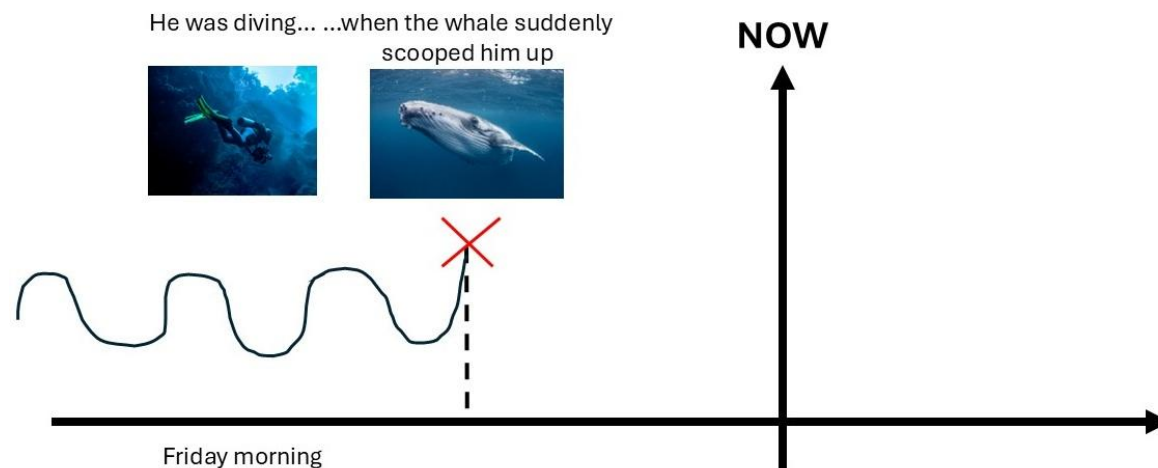
The past continuous describes an event or activity which began before a particular point in the past and is still in progress at that point. The action may continue after that point. The interrupted past continuous is used to talk about an activity that was in progress in the past that was interrupted by one, single action, also in the past.

Target language: find another example of this structure in the text

1. he was diving off the coast...when the whale suddenly scooped him up
2. Packard was still wearing his scuba gear...

Focus on meaning: You need to: 1) explain the meaning of this grammar structure in the context of the text 2) Write how you will CONVEY AND CHECK the meaning of the target language (Please include concept questions (CCQs) with answers and draw any images etc.). *Use the context of the whale text. Make sure you analyze the grammar, not the lexical meaning of the word 'diving'*

Timeline = pictures of whale/diver



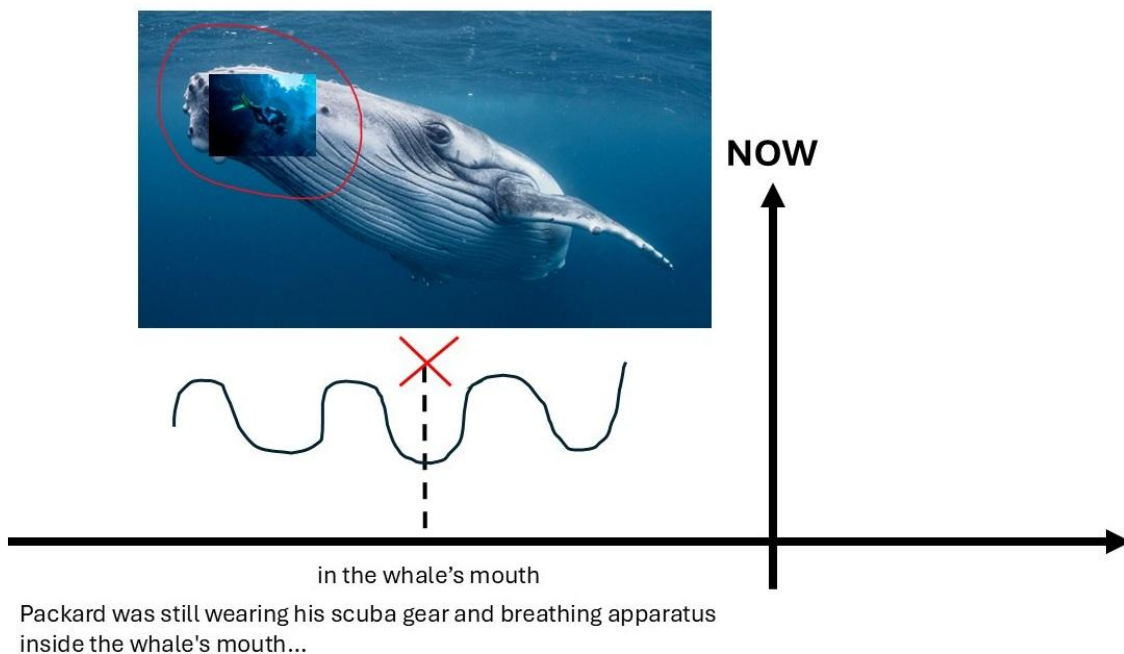
CCQs:

- Did Packard start diving before the whale scooped him up? (Yes)
- Was the action in progress when the whale scooped him up? (Yes)
- Did Packard stop diving? (Yes)

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- Why? (Because he was in danger/afraid and focused on escaping rather than diving)

Compare with past continuous sentence:



CCQs:

- Was Packard wearing scuba gear before the whale swallowed him? (Yes)
- Was he still wearing scuba gear after the whale spat him out? (Yes)
- So, was he wearing scuba gear/was the action in progress when he was inside the whale's mouth? (Yes)

Anticipated problems and solutions with meaning: Provide two problems and a solution for each. Remember to focus on the grammatical structure, **not** the meaning of the word "diving".

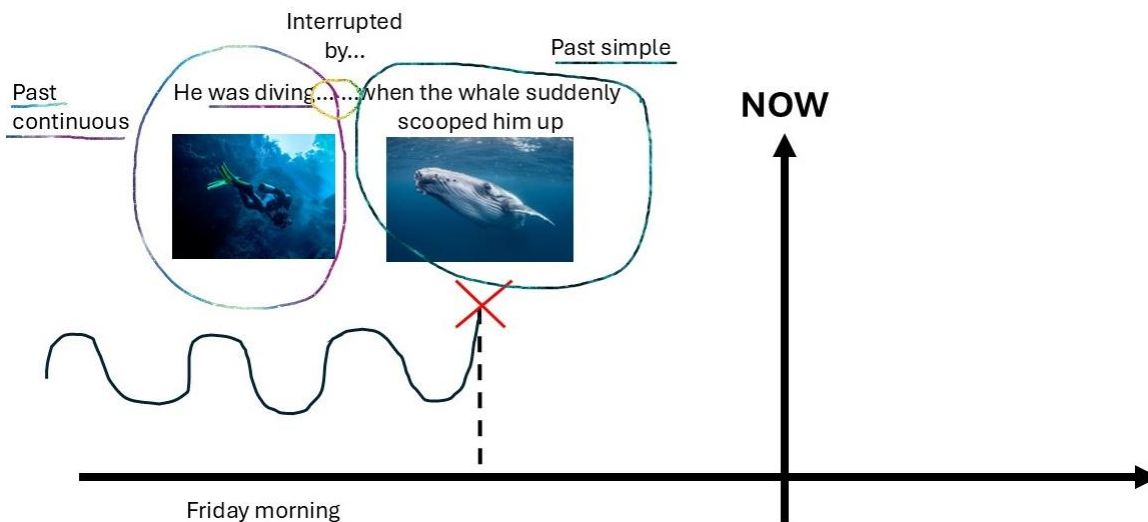
1. Ss may use either the past continuous or the past simple in both parts of the sentence (E.g., He was diving when the whale was suddenly scooping him up).
 - a. Review tenses:
 - i. **Past continuous:** The past continuous describes an event or activity which began before a particular point in the past and is still in progress at that point. The action may continue after that point. (*He was diving off the coast on Friday morning.*)

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ii. **Past simple:** The past simple describes a *single, complete* event or activity which took place during a *finished* period of time. (*The whale scooped him up*).

iii. **INTERRUPTED past continuous = Past continuous + Past simple:** The interrupted past continuous is when a past continuous action or event is interrupted/brought to a stop by a past simple action or event. (*He was diving...when the whale scooped him up*.)

b. Mark up timeline (+ gap-fill practice if time)



2. Ss may use incorrect time expressions to signal the interruption. (E.g., He was diving then the whale scooped him up = indicates that the second event happened after the first; He was diving because the whale scooped him up = states a cause and effect).

- Teach the common time expressions used, focusing on the meaning element of interruption.
- CCQ: [Name, is this sentence correct? "He was diving then the whale scooped him up." (No.) Why? (It uses *then* instead of *when/until*.)

Focus on pronunciation: Include sentence stress and weak forms with phonemic transcript of "he was diving"

See annotated sentence. Notes:

- Primary stress on **D**iving as the key action
- Sentence stress: OoOo

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Falling intonation (simple statement)

Oo

He was diving.

smooth link, no pause

/hɪ wəz 'daɪvɪŋ/

HE (content word – subject) > **was** (weak form) > **D**iving (primary stress on **DAI**, clear /ɪ/)

Anticipated problems and solutions with pronunciation: (provide two problems and a solution for each). Again, make sure these are relevant to the grammar, **not** just the word 'diving'.

1. Ss may use strong (/wɒz/ and /wɜː/) instead of weak forms (/wəz/ and /wə/) of was/were
 - a. Use marked up sentence. Model pronunciation. Elicit correct pronunciation. Drill. Listen for errors during controlled and free practice.
2. Ss may fail to link *he* and *was*
 - a. Use marked up sentence. Model pronunciation. Elicit correct pronunciation. Drill. Listen for errors during controlled and free practice.

Focus on form: You need to: 1) identify elements of the structure of the target language and provide a formula that would generate multiple examples of the target language 2) repeat this for the question and negative forms (presenting it as you would to the learners)

	Question word	was/ were	Subject	was/ were	not or 'nt	-ing form
Affirmative			<i>He</i>	<i>was</i>		<i>diving.</i>
Question	<i>(Why)</i>	<i>was</i>	<i>he</i>			<i>diving?</i>
Negative			<i>He</i>	<i>was</i>	<i>not/'nt</i>	<i>diving.</i>

Anticipated problems and solutions with form: Provide two problems and a solution for each. You should consider word order, verb forms, potentially added or omitted parts, etc.

1. Omission of were/was (*He diving*)
 - a. Substitution drills: prompt with subjects, Ss provide was/were
2. Confusing past participle with -ing form (*He was dived*)

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- a. Re-clarify meaning and form; short exercise, Ss select correct forms (-ed or -ing) for example sentences

Sources used: (e.g. Michael Swan (2016) 'Practical English Usage', OUP, page numbers)

Reference materials:

- Rosemary Aitken (1992), 'Teaching Tenses', Thomas Nelson and Sons Ltd., pp. 39-44
- Martin Parrott (2010), 'Grammar for English Language Teachers', CUP, pp. 219-223
- Jim Scrivener (2010), 'Teaching English Grammar: What to Teach and How to Teach it', MacMillan, pp. 147- 158
- Graham Workman (2005), 'Concept Question and Time Lines', Chadburn Publishing, pp. 20- 21

Images:

- Teacher generated images using PPT (uploaded to SharePoint separately)
- Photos from PowerPoint's stock repository

Grammar 2

Language area and use: What is the grammatical structure you intend to teach?

Passive voice (past simple)

Passive voice is a grammatical structure used when the focus is on the person or thing **receiving** the action rather than the one performing it. Passive voice in the past simple uses *was/were* + past participle.

Target language: find another example of the passive voice in the text

1. Packard **was rescued**
2. He **was transported** to Cape Cod hospital

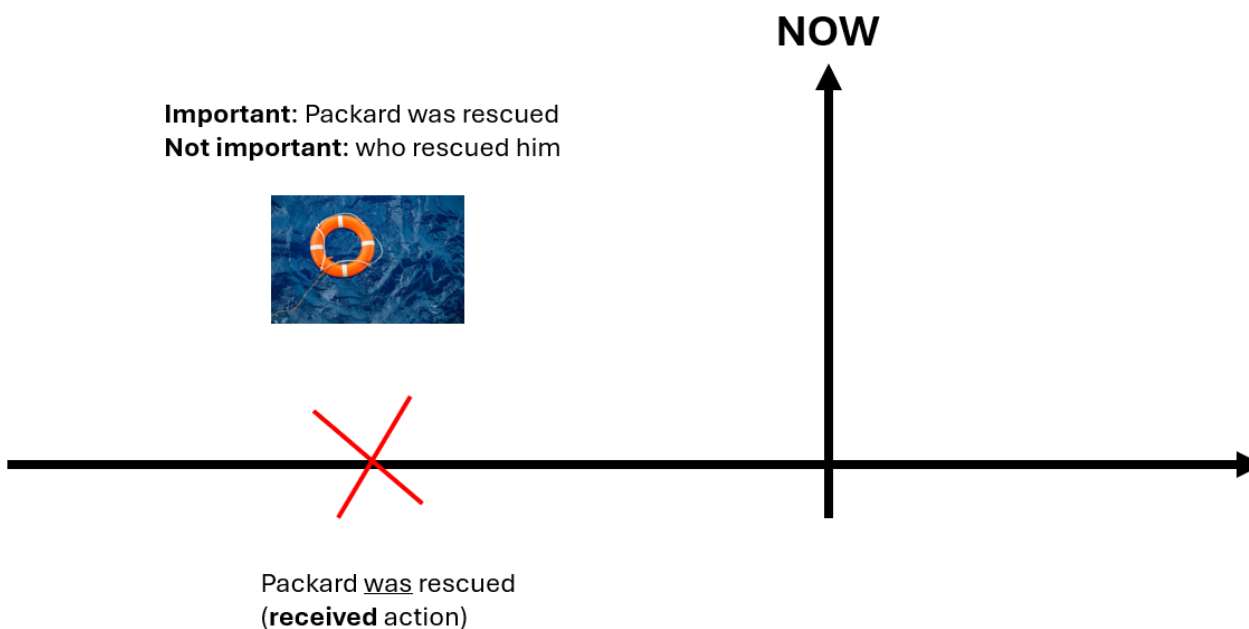
Focus on meaning: You need to: 1) explain the meaning of "Packard was rescued" in the context of the whale text 2) Write how you will CONVEY AND CHECK the meaning of the target language (Please include all concept questions (CCQs) with answers and draw any images etc. **Use the context of the whale text.**

I will use a timeline to teach the following about 'He was rescued':

- Completed action in the past. (simple past tense)
- **Someone saved him**, i.e., he **received** the action (he didn't do the action)
- Professional/academic/newspaper tone

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- Want to focus on what was done, not who did it (this is included later, but is not how the sentence starts)



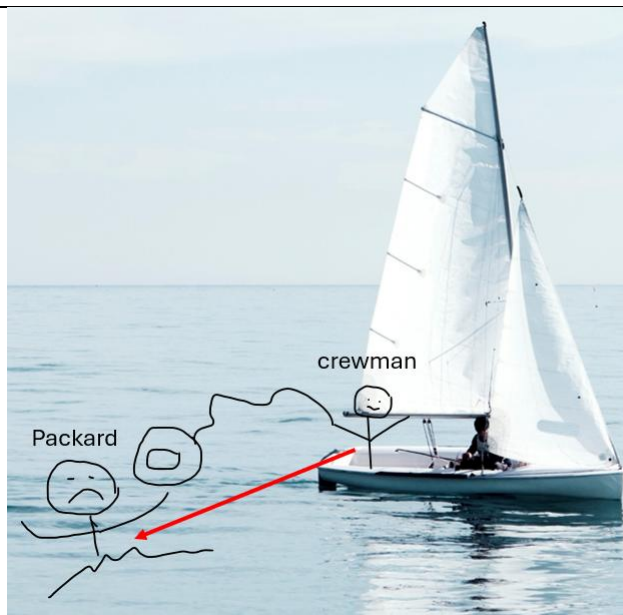
CCQs:

- Who is the subject? (Packard)
- Did he do the action (rescuing)? (No)
- Who saved Packard? (from text, his crewman)
- Why doesn't it say, 'Packard's crewman rescued him?' (the focus is on Packard and the rescue, not the rescuer – common in news writing)

Anticipated problems and solutions with meaning: Provide two problems and a solution for each.
Remember to focus on the grammatical structure, not the meaning of the vocabulary used in the examples.

1. Ss may think Packard performed the action.
 - a. Clarifying image with CCQs
 - i. Did Packard rescue someone? (No)
 - ii. Was Packard rescued? (yes)

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2. Ss may think the past simple passive is for formal contexts only
 - a. Provide examples of the past simple passive in both formal and informal contexts (e.g., “The cake was eaten at the party” / “My bike was stolen yesterday”). Use CCQs to check understanding: “Can we use this in conversation? (Yes) / Is it only for news articles? (No).

Focus on pronunciation: Include sentence stress with phonemic transcript of “**Packard** was rescued”

Falling intonation (simple statement)

Oo smooth link, no pause Oo

Packard was rescued.

smooth link, no pause /'pæk.ɑ:d wəz 'res.kju:d/

Packard (content word – subject) > was (weak form, unstressed) > **RE**scued (primary stress)

Additional notes:

- was is weak /wəz/ in connected speech
- rescued ends with voiced /d/

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Anticipated problems and solutions with pronunciation: Provide two problems and a solution for each.

1. In *rescued*, /skj/ may be challenging (Ss may insert a vowel).
 - a. Drill the /skj/ cluster.
 - b. Use backchaining (-cued → res-cued → rescued).
 - c. Model mouth positioning.
 - d. Start slow, then speed up.
2. In *rescued*, students might use /ɪd/ or /t/ instead of voiced /d/.
 - a. Review (/t/, /d/, /ɪd/).
 - b. Elicit the voiced /d/ after /j/ sound.
 - c. Use minimal pairs (*rescued* vs *hunted*, *played*) to highlight difference.
 - d. Drill with example sentence to reinforce the correct /d/ ending in context.

Focus on form: You need to: 1) identify elements of the structure of the target language and provide a formula that would generate multiple examples of the target language

Positive:

Subject + *was/were* + past participle

He was rescued.

Negative:

Subject + *was/were* + *not/’nt* + past participle

He wasn’t rescued.

Question:

Was/were + subject + past participle

Was he rescued?

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Anticipated problems and solutions with form: Provide two problems and a solution for each. You should consider word order, verb forms, etc.

1. Ss may confuse past participle with past simple form (e.g., *He was rescue.*)
 - a. Matching activity, sort verbs into base, past simple, and past participle.
 - b. Highlight past participle column as the relevant column for the passive in simple past.
2. Errors with *was/were* placement/omission (e.g., *He rescued was/He rescued*)
 - a. Gap fill exercise to correctly place *was/were*
 - b. Highlight fixed position before the past participle

Sources used: (e.g. Martin Parrott, 2010, *Grammar for English Language Teachers*, Cambridge)

Reference materials:

- Rosemary Aitken (1992), 'Teaching Tenses', Thomas Nelson and Sons Ltd., pp. 142-145
- Jim Scrivener (2010), 'Teaching English Grammar: What to Teach and How to Teach it', MacMillan, pp. 243-247
- Graham Workman (2005), 'Concept Question and Time Lines', Chadburn Publishing, pp. 12

Images:

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- Photos from PowerPoint's stock repository

Vocabulary 1

Word / phrase: relatively unscathed

Meaning (Be specific but keep it simple. Look in a learner dictionary):

You are a little hurt, but it could have been much worse.

Teaching

*Keep to the context of the text

I will convey meaning by...

Visual:



big accident



Small injury
(could have been worse)

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	The person is relatively unscathed. The car is badly damaged, but they are not.
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I will check meaning by... (e.g. CCQs with answers)

CCQs:

- You fall down the stairs and break your arm and both legs. Are you relatively unscathed? (No, you are badly hurt)
- Where does relatively unscathed fall on this scale? (1-3, not 5, definitely not near 10)



Anticipated problems and Solution(s) with meaning:

P1: SS may think *relatively* = *completely*

S1: Explain: *relatively* = in comparison to what **could have** happened (it could have been very serious/bad).

Elicit through comparison:

Completely unscathed (no injury at all) versus *Relatively unscathed* (some small injury, but it is not serious)

P2: Ss may not understand that *unscathed* is for serious/dangerous situations, not everyday problems

S2: Elicit difference from examples:

The building was relatively unscathed after the earthquake. ✓ (serious/dangerous)

My sandwich was relatively unscathed after I dropped it. ✗ (too small/trivial)

Pronunciation (Write 'relatively unscathed' in phonemes and mark the stress):

Oooo oO
relatively unscathed

/'relatɪvli ʌn'skeɪðd/
 REL-uh-tiv-lee-un-SCAYthd

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Anticipated problems and solution(s) with pronunciation:

P1: Mispronounce /skeɪðd/ in *unscathed*, replace ð/ with /d/ or /t/, or drop the final /d/

S1: Demo /ð/ (tongue between teeth, blow softly)

Practice minimal pairs (e.g., *breathe-breed*)

Demo blending into /d/: *skeɪð + d → skeɪðd*.

P2: Incorrect syllable stress

S2: Write **REL**atively un**SCA**thed, clap for syllables, demo with exaggerated stress, slowly returning to natural speed

Form (Part(s) of speech, collocation, (ir)regularity), etc.

(regular) adverb (fixed) adjective collocation

Commonly used with linking verbs (be, come out, emerge, escape)

Subject + linking verb + *relatively unscathed*

They were relatively unscathed after the storm.

Normally used in positive statements, but can appear in negative form: *They weren't relatively unscathed—the damage was serious.* (unusual)

Anticipated problems and solution(s) with form:

P1: SS may try to use *unscathed* in other forms if they think it is a regular adjective.

S1: Explain: *unscathed* is a fixed adjective, it doesn't change form, ever (use examples)

P2: *Relatively* in incorrect position (e.g., *unscathed relatively; relatively was unscathed*)

S2: Teach common subject+linking verb+adverb+adjective pattern and have them practice making sentences with other adverb-adjective pairs

Sources used: (e.g. <http://www.macmillandictionary.com>)

References:

- Online Cambridge Learner's Dictionary
- Online Oxford Learner's Dictionary
- ipa-reader.com
- [Tophonetics.com](http://tophonetics.com)

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- Car crash: Photo by [Anthony Maw](#) on [Unsplash](#)

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- Bandaaid: Photo by [Brian Patrick Tagalog](#) on [Unsplash](#)
- Unhurt: Photo by [Jeffery Erhunse](#) on [Unsplash](#)
- Broken arm: Photo by [Towfiqu barbhuiya](#) on [Unsplash](#)
- Badly hurt: Photo by RDNE Stock project: <https://www.pexels.com/photo/nurse-checking-the-dextrose-of-a-patient-6129677/>

Vocabulary 2

Word / phrase: **plausible**

Meaning (Be specific but keep it simple. Look in a learner dictionary):

Something that could be true/believable, even if it is surprising/uncommon.

Teaching

*Keep to the context of the text

I will convey meaning by...

In the story context, whale experts think this strange event *could* happen in real life, so the story is plausible, even though it doesn't happen often. Use a scale to explain:



Certain: A whale can swim near a man



Plausible: A whale can swallow a man



Impossible: A whale can fly a plane

I will check meaning by... (e.g. CCQs with answers)

CCQs:

- Does *plausible* mean it definitely happened? (*No*)
- Does *plausible* mean it could happen in real life? (*Yes*)
- Does it describe something impossible? (*No*)
- Which headline is plausible?
 - *Man survives inside a whale's mouth for 30 seconds!* (plausible)
 - *Fairy Tales in Real Life: Man survives inside a whale for 30 years* (impossible)

Anticipated problems and Solution(s) with meaning:

P1: Might confuse *plausible* with *certain/definite/true*.

S1: Clarify that *plausible* means **could be** or **believable**, but we don't know for sure. Use visual:

✓	?	✗
TRUE	PLAUSIBLE	IMPOSSIBLE
It can happen/We know it happened.	It might have happened/It could happen.	It cannot happen.

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P2: May confuse *plausible* with *possible*

S2: Explain:

Possible = it can happen (even if unlikely), e.g., a penguin delivers you pizza (possible, but no plausible)

Plausible = it can happen **and** it is reasonable/believable in normal life, even if it is rare, e.g., your childhood best friend from another state delivers pizza to your door

Pronunciation (Write 'plausible' in phonemes and mark the stress):

Oo
plausible
/'plɔːzəbəl/
PLAW-zuh-bel

Anticipated problems and solution(s) with pronunciation:

P1: may pronounce **zuh** (/zə/) with a strong vowel instead of the weak /ə/ schwa (e.g., PLAW-zoo-bəl)

S1: Model slowly, then naturally, highlighting quick/weak syllable; drill with class, clap on stressed first syllable.

P2: may replace the final **bəl** (/bəl/) with a clear /l/ or omit the /l/, saying PLAW-zuh-buh

S2: demonstrate: tongue low and back, lips slightly closed; students practice / bəl/ in isolation, then blend into full word

Minimal pairs (table, noble) could be used for extra practice if needed

Form (Part(s) of speech, collocation, (ir)regularity), etc.:

Regular adjective (comparative/superlative formed with *more/most*)

Commonly collocated with abstract nouns (*plausible explanation, plausible theory, etc.*)

Often collocates with adverbs (*highly plausible, barely plausible, etc.*)

Common word order:

- *plausible* + noun (*a plausible explanation*)
- linking verb + *plausible* (*the story is plausible*)

Affirmative: The claim is plausible.

Negative: The claim is not plausible/implausible.

Question: Is the claim plausible?

Anticipated problems and solution(s) with form:

P1: May use it as a verb (*He plausibled it.*)

S1: Present word family clearly:

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Adjective: *plausible* (a plausible story)

Adverb: *plausibly* (She argued plausibly)

Noun: *plausibility* (The plausibility of the theory is high)

Have students make example sentences for each form to reinforce correct usage.

P2: may incorrectly place it after the noun (*an explanation plausible*)

S2: teach/re-teach common placement

- *plausible* + noun (*a plausible explanation*)
- linking verb + *plausible* (*the story is plausible*)

Sentence unscramble activity for students to practice correct placement.

Sources used: (e.g. <http://www.macmillandictionary.com>)

References:

- [Online Cambridge Learner's Dictionary](#)
- [Online Oxford Learner's Dictionary](#)
- ipa-reader.com
- [Tophonetics.com](http://tophonetics.com)

Images:

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- Whale swallowing man: [CC-BY - Thomas Quine - Flickr // Georgia Mill](#)