

511.420

# Communicative Grammar

Fachdidaktisches PS2

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Group C

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## Term Paper

### Passive



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## Introduction:

### Why we think it is important to teach C+C Grammar

In the conference room, a teacher who is used to a traditional grammar approach overhears Janine and Pia talking about the way they are teaching in their English classes. Janine and Pia mention all the advantages of a communicative and cognitive approach of language teaching, which are very interesting for the traditional teacher.

**Janine:** Hey Pia! Have you read Newby's *Pedagogical Grammar: A Cognitive + Communicative Approach*?

**Pia:** Yes, I have. I was introduced to it in a class at university and I found it really useful!

**Janine:** I agree. His notional approach to grammar is absolutely helpful as well. I generally like to use his sources and materials when working with my students in class.

**Traditional teacher:** Oh, I've just heard you talking about your class materials. Could you tell me something about your way of teaching?

**Pia:** Of course, we can! Janine and I have just been talking about David Newby's notional approach to grammar.

**Traditional teacher:** What does *notional* mean?

**Janine:** Basically, notional grammar deals with notions, which are some kind of grammatical descriptors. The teaching objectives are defined in notions. Just to give you some examples, some future notions are *arranged activities, expressing intentions and making a prediction*. Its focus lies on communication as notions build the inner most basis or heart of the approach. Aims of notional grammar are, among others, to specify grammatical meaning and to make grammar teachable.

**Pia:** We can say that a grammatical notion is one grammatical concept that is encoded into a form. In traditional grammar explanations are often expressed very formally by the use of metalanguage, which is abstract to the students, because they do not know what these terms mean. Therefore, we think that it is better to define teaching goals in form of grammatical notions. There are no old-fashioned rules in notional grammar. The students have to understand the concept behind a notion and should build a hypothesis for themselves as part of the learning process.

**Traditional teacher:** Sounds very interesting I really have to familiarize myself with his ideas and try them out in my classes. Do you think that it will be very hard for me to distance myself from a traditional approach? I'm so used to this way of teaching.

**Janine:** We would highly recommend David Newby's *Grammar for Communication*. All notions are explained in the textbook. You will see, it provides a good overview and is quite handy as it includes exercises and explanations.

**Traditional grammar:** Thank you for your advice! I will take a look at it for sure. Can you tell me the main differences between the communicative and traditional approach of teaching grammar?

**Pia:** First of all, in the traditional approach makes use of formal teaching objective, while the communicative one deals with meaning-based objectives. Additionally, traditional grammar exercises mainly focus on how to develop or test declarative knowledge, which is the knowledge about facts and things.

**Janine:** The communicative approach tends to develop both, declarative and procedural types of knowledge. This helps students to use grammar in real contexts. Most of the time traditional grammar only focuses on the understanding of grammatical rules and lacks in providing information that helps the students to use grammar in real time. Furthermore, there is no focus on open-ended grammar exercises.

**Pia:** Another difference is that traditional grammar practices tend to make pupils acquire knowledge by deductive means, whereas the focus of notional grammar lies on induction. Deductive processing means that the pupils get are familiarized with metalanguage before they actually process language.

**Janine:** Induction means that learners do not get an explanation or rules in advance. They are introduced to examples and then they have to build their own hypotheses. This way you can make sure that the pupils understand certain grammatical concepts. Very briefly you can say that traditional teaching sees grammar as the goal itself, while in communicative teaching the main aim is communicating successfully. (cf. Newby, Pölzleitner, Klamminger 2015: 28-30)

**Traditional grammar:** Oh, I see thanks. And can you tell me what a really good and well thought-out exercise should look like, according to a communicative approach?

**Pia:** It is very important that you always pay attention to the specific cognitive learning stages, and make sure that the tasks are regenerative. Communicative grammar distinguishes

between raising awareness, conceptualization, proceduralization and performance in real-time context.

**Janine:** *Awareness raising* means that the learners are introduced to a new grammatical item. As a teacher you do not necessarily give them hints concerning the grammatical item. You could just hand out an article, in which a new grammatical form appears. Then you could ask them to underline certain grammatical structures that seem new to them.

**Pia:** Then you could ask them what they have noticed when looking at the task and if they can create a personal rule for the new grammatical item themselves. This would already be the second learning stage, *conceptualization*. The learner starts making generalizations about grammar and internalizes rules. To fulfill this process the concept beneath this new grammatical form has to have been already understood.

**Janine:** *Proceduralization* means that competence is connected with performance. It is important that you use activities in which the learners produce utterances which encode their own ideas. This stage should slowly lead the learner to the performance level and should help the students to store acquired knowledge in their long-term memory. *Performance* means that the learner has to apply all the knowledge they already possess to produce their own utterances. (cf. Newby, Pölzleitner, Klamlinger 2015: 33-36)

**Pia:** But you should not forget the pedagogical principles and the communicative criteria!! Pedagogical principles support the learning processes while communicative criteria determine whether an activity can be authenticated. *Depth of processing* deals with the amount of mental activity the brain of the learner needs to fulfill a task. *Dual processing* focuses on the authenticity of the process that the pupil goes through when doing the exercise.

**Janine:** *Personalization* means that the students can identify with the activity and can express their own ideas. The *Commitment filter* includes affective aspects and cognitive needs. Tasks should always make fun and should be enjoyed by the students and a sense of achievement should be ensured. Another principle is *peer and social learning and interaction*. This means that students should interact with their classmates because they can help each other and know how the other person feels as they can connect with the same situation. (cf. Newby, Pölzleitner, Klamlinger 2015: 38-39)

**Pia:** To sum it up, the perfect task always has to make use of authentic language, should be embedded in a clear context and should allow pupils to produce language from their own personal experiences and perspectives. They should be able to practice complex encoding. Furthermore, the process should be authentic and interaction should take place. The task

should combine several language skills, the task has to be purposeful cognitive and there should be a kind of meaningful outcome at the end. (cf. Newby, Pölzleitner, Klamming 2015: 40-41)

**Traditional teacher:** This was a lot of input. Thank you, girls! I will definitely rethink my way of teaching now. I think that the communicative approach sounds very promising.

**Janine:** You're welcome! We hope that we could introduce you to the approach.

### **Our set of activities is aimed at 5th graders!**

The first few activities are thought to be a kind of reminder concerning their already existing knowledge. The ensuing exercises convey partly new information and are more challenging.

## **Lesson One**

### **Fact Finder**

⇒ Source: <http://www.teach-this.com/images/resources/fact-finder.pdf>, Fact Finder, [18.11.15]

⇒ According to Newby (1998: 123) this activity covers the *Wer (oder Was) and Zusätzliche Information* category.

In this matching and speaking activity students identify sentences about facts and inventions in the present and past passive. Each group of students needs one copy of the cards. It has to be cut as indicated. There should also be one uncut version for each group to make the comparison easier afterwards.

### **Task:**

Get into groups of three! You get one set of cards, which contains 20 sentences. Each sentence is divided into two parts.

- 1) You have to find 20 facts by correctly matching the two parts of each sentence. You should spread the phrases out face up on the table. You have about ten minutes to find 20 facts.
- 2) When you have done that, you will get one intact copy of the worksheet so that you can check your answers.
- 3) Then you have to put the cards into two piles, one pile must contain the first part of each sentence and the other pile must contain the endings (place, date or a person's

name). Each pile of cards gets shuffled and the cards are spread out, this time face down on the table.

- 4) Then you take it in turns to turn over one card from each pile. If the two cards go together to make a correct fact, one person reads the sentence aloud, keeps the two cards and plays again. If they do not match, the student reads the sentence aloud, but turns it into a negative statement.

Example: Paper wasn't invented by a Spanish instrument maker.

- 5) Then you turn the two cards back over, and another student in the group repeats the procedure. You continue in this way until all the cards have been used.  
The student with the most cards at the end of the activity is the winner.

|  |                              |
|--|------------------------------|
| 869 languages are spoken                 | in Papua New Guinea.         |
| The ballpoint pen was invented           | by a Hungarian called Biro.  |
| The rubber tyre was invented             | by John Dunlop in 1888.      |
| Toothpaste was invented                  | by the Romans in 960.        |
| The first tape cassettes were designed   | by a Dutch company.          |
| The first modern Olympic Games           | were played in 1896.         |
| The first underground railway was opened | in London in 1863.           |
| The first World Cup was held             | in 1930.                     |
| The first motorcycle was built           | by a French company in 1869. |
| Mirrors were invented                    | by the Egyptians.            |

|  |   |
|--|---|
| The raincoat was invented                  | by a Scotsman called Charles Macintosh. |
| Each year 3000 million flowers are grown   | in Holland.                             |
| The first guitar was made                  | by a Spanish instrument maker.          |
| The Volkswagen 'Beetle' was designed       | by Ferdinand Porsche.                   |
| More wine is produced in Italy than        | in France.                              |
| The first nuclear power station was opened | in Russia in 1954.                      |
| Paper was invented                         | in China nearly 2000 years ago.         |
| The first pair of jeans was made           | by a German tailor called Levi Strauss. |
| Pasta and ice cream were first made        | in China.                               |

### Assessment of "Fact Finder"

| Learning Stages   |       |  |
|---|-------|--|
| <p>The learning stages of this activity are awareness raising and conceptualization/hypothesis building. The learners realize new grammatical item, when they look at the first part of the sentences and should recognize a pattern. The learners have to build negative sentences, if they select two cards that do not fit together. Therefore, they must have understood the rule and confirm it by using the negative passive. This helps storing the new concept in mind.</p> |       |  |
| Pedagogical Principles  |       |  |
| Depth of processing, and mental activity  | - ✓ + | The students have to be mentally active. They have to pay attention to which phrases belong together and should also pay attention to the passive form. They have to |

|  |       |  |
|--|-------|--|
|  |       | eventually build the negative form too, which they have to completely build on their own.  |
| Dual processing<br>(language / world)<br>Authenticity of process | - ✓ + | The process is authentic, as these are facts with which the pupils might have already been confronted once in their lifetime. Of course, these are very general sentences. Nevertheless, these are some fun facts the pupils might want to know. Some of them might even be proud to tell somebody else about the facts they have learned at school. |
| Personalization  | - ✓ + | The facts themselves are not personal, but the pupils might make advantage of these facts sometime in their life. Maybe they have already heard about some facts. Then there would again be some kind of personal relationship to the facts.   |
| Commitment filter  | - ✓ + | Who does not like to play memory? I think that learners will love this activity because they can play it with friends. They do not have to write or read a long text, but hopefully want to win.   |
| Peer / social learning<br>and interaction                        | - ✓ + | It is a game that promises a lot of fun. The students can work together with their friends and chat. There's also a feeling of success, if somebody wins the game.   |
| Testing vs. teaching   |       | This exercise can only be used for teaching as it is an interactive game where the students can also help each other. It is not suitable as a testing exercise.  |
| This exercise supports learning processes ★★★                    |       |  |

### Passive Memory

⇒ Source: inspired by [http://www.elbase.com/vtr\\_item.php?type=mat&matid=239&lid=18](http://www.elbase.com/vtr_item.php?type=mat&matid=239&lid=18),  
Passive Domino [07.01.16]



⇒ According to Newby (1998: 123) this activity belongs to the *Wer (oder Was)*, *Vorgang* and *Zusätzliche Information* category.

Memory is an activity in which pupils find two matching cards. One passive sentence is split in the middle and the students try to put it back together. This is also a speaking activity as the students say the sentences out loud and therefore the passive structure is repeated over and over again. The sentences mainly deal with facts and inventions and are written in past and present tense.

The teacher needs to cut the cards where indicated. It would be a good idea to laminate the cards to have fun with them for a longer period of time. The game is played in groups of three or four. The teacher should also have uncut versions with them in order to give them to the groups so that they can compare the outcome.

**Task:**

Form groups of three to four. You will receive a pack of cards from your teacher, and then you should lay them face down on the table without looking at the cards. The oldest pupil begins, turns over two cards and reads the words out loud. If you have found a matching pair you will read the sentence again. For every right pair you get one point (and the set of cards). The correct pair should remain visible during the game. If your cards do not match you turn them over again, so that they lay on your table face down. Then it's the next pupil's turn (decide beforehand if you go clockwise or anti-clockwise). The pupil with the most points (set of cards) wins.

|  |   |
|--|---|
| Tokyo Tower was specifically ...   | ... built to be taller than the Eiffel Tower<br> |
| Seven pairs of blue jeans are averagely ...<br> | ... owned by every single American  |

The first fashion magazine was ...



... published in Germany in 1886

The bikini was originally ...



... named after the island bikini Atoll

More than two billion T-shirts are ...



... sold each year

In Rome, purple clothing was exclusively...



... reserved for emperors and magistrates

Pants were made ...

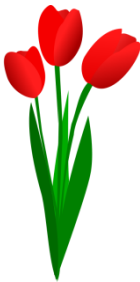



... wearable by Coco Chanel

Red Bull was actually...



... created in Bangkok

|  |   |                                  |
|--|---|----------------------------------|
| The first tulips that arrived in Europe were actually...                       |  | ... sent from the Ottoman Empire |
| The Ballpoint pen, an office tool that is now used all around the world was... |  | ... invented in Buenos Aires     |

### Assessment of “Passive Memory”

| Learning Stages   |       |  |
|---|-------|--|
| The learning stage of this activity is awareness raising. The learners notice and focus on the new grammatical topic passive. They should recognize a pattern when looking at and reading out loud the parts of the sentences. This already leads to hypothesis building. |       |  |
| Pedagogical Principles  |       |  |
| Depth of processing, and mental activity  | - ✓ + | The mental activity will be extremely high during this activity. First of all, the game memory itself requires concentration and focus. It is not easy to find a matching pair. However, in the Passive Memory learners need to find to matching sentence parts that include a completely new form, the passive voice. |
| Dual processing (language / world)<br>Authenticity of process   | - ✓ + | It is a game and games are authentic, we all play games in our free time. This game includes true facts. Some of them will already be familiar to the learners other facts and invention origins might be completely new and surprising to the learners.   |
| Personalization   | - ✓ + | Of course these facts are not really personal, but the pupils gain new knowledge and maybe these partly even astonishing facts can be useful to them in the future.  |

|   |       |  |
|---|-------|--|
| Commitment filter                             | - ✓ + | Who does not like memory? I think that learners will love this activity because they can play it with friends. They do not have to write or read a long text, but hopefully want to win. |
| Peer / social learning and interaction        | - ✓ + | Learners play together and learn something while doing so.   |
| Testing vs. teaching                          |       | The task should be used for teaching only as it would be too interactive for an exam.  |
| This exercise supports learning processes ★★★ |       |  |

NOTE: Exercises “Fact Finder” and “Passive Memory” can be used interchangeably. They are based on pretty much the same idea. However, “Passive Memory” is slightly easier and only touches upon the awareness raising stage. We had already prepared both and did not want to delete potentially useful tasks and we thought it would be nice for learners to try out both.

### Newspaper Article

⇒ Source: <https://eslmaterialsdeveloper.files.wordpress.com/2015/02/newspaper-article-grammar-practice-passive.pdf>, Newspaper article, [21.12.15]

⇒ According to Newby (1998: 123) this activity belongs to the *Wer (oder Was)*, *Vorgang* and *Zusätzliche Information* category.

### Task:

- 1) Read the article and underline the passive forms you can find.
- 2) After you've done that, try to figure out why the passive is used instead of active forms in these special cases. You should come up with a rule. Discuss your result with a partner.
- 3) Rewrite the sentences you've found using active voice. Does it sound worse or better? Why worse/why better?

## The Tamworth Herald

### Woman's plea after dogs are attacked.

By Nicola Robinson - News Editor

A Tamworth woman is appealing for information after her two rescue dogs were viciously attacked by another animal – leaving one needing surgery.

The incident happened as Lorraine Jones took her Yorkshire terrier-poodle cross Pepper and Westie Bertie for a late-night walk, on December 21 near her home in Field Farm Road, Belgrave.

“The dog launched at Pepper and clamped on her trying to drag her away and pulled me over at the same time,” Ms Jones explained. “I just screamed for help to get it off us.”

Fortunately Ms Jones' cries were heard by her neighbours who rushed to her aid. But as soon as Pepper was freed, the dog then “clamped down” on Bertie's neck.

She said: “It was shaking him violently and it bit me in the process. The owner just stood there and said, “What do you expect me to do about it?”

Ms Jones needed stitches in her left hand. Bertie suffered deep wounds to the neck and had to have eight stitches and undergo an operation, while Pepper suffered cuts to her leg.

Both dogs have been prescribed antibiotics and pain killers and the drama meant Ms Jones was forced to cancel her plans to spend Christmas Day in Yorkshire.

Kind friends and generous members of the “Free to Collect Tamworth” Facebook page all donated food so Ms Jones could enjoy a festive meal, and old blankets to keep the shaven dogs warm.

Ms Jones added: “We're so lucky my neighbours were there to help us or I don't know what would have happened.”

Anyone with information about the dog – described as tan coloured and possibly a staffie-American bulldog cross – or its owner, who was also walking a smaller black dog, is urged to contact Staffordshire Police by calling 101, quoting the incident number 817 of December 21.

## Assessment of “Newspaper Article”

### Learning Stages

Awareness raising and conceptualization/hypothesis building are the learning stages this activity includes. The pupils have to underline the new grammatical item passive. When reading the first few sentences they should immediately realize that the sentences contain a new form which is not active. They have to find out why passive is used instead of active and define a rule on their own. This should help the students confirming the rule more easily.

### Pedagogical Principles

Depth of processing,  
and mental activity

- ✓ +

The mental activity should be immensely high when

|  |       |   |
|--|-------|---|
|  |       | doing this exercise. The pupils have to underline the passive forms and think about it to find a rule on their own. They also have to reflect on why the passive form is better in this case and why active is not suitable within the newspaper genre.   |
| Dual processing<br>(language / world)<br>Authenticity of process | - ✓ + | It is an authentic process as the pupils have to deal with a newspaper article, a medium which talks about world events. They can analyze any other newspaper article on passive forms too.   |
| Personalization  | - ✓ + | It is personal as newspaper articles talk about world events. In this case it is an article about dogs, which makes it even more personal to some students as they might have pets too.   |
| Commitment filter  | - ✓ + | The exercise causes curiosity. The students have to solve a problem on their own and find a rule for the passive form. The pupils might even experience a feeling of success when realizing that the rule they have established is correct.   |
| Peer / social learning<br>and interaction                        | - ✓ + | It is an interactive exercise. The students can work together and compare. They probably start discussing if they do not agree concerning the rule they have found for the passive form and reflect on their results.   |
| Testing vs. teaching   |       | This exercise could work as a testing and teaching activity. Nevertheless I would classify it as a teaching exercise. The first part of the task, which is about underlining the passive forms, could be too simple for the pupils. They could do this anyway in an exam to highlight and emphasize it. |
| This exercise supports learning processes ★★★                    |       |   |

## Lesson Two

### Picture Passive

⇒ <http://www.polzleitner.com/epep/Grammar/passive-bricks.pdf>, Passive Bricks, adapted [06.01.16]


⇒ According to Newby (1998: 123) this activity belongs to the *Wer (oder Was)* and *Zusätzliche Information* category.




Picture Passive is a game where learners have to form meaningful sentences by rearranging cards. Every sentence consists of three parts (topic, process and additional information). In this task the students should also come up with a personal rule of how to form the passive. The teacher should copy the cards onto different colored paper so that every group has three different colored piles, for example, pile topic is blue, pile process in green and part additional info is yellow.



### Task:

Form groups of three or four people. Every group will get three sets of cards (topic, process and additional information). The cards are shuffled and then arranged in three columns with the text facing upwards.

1. Your first task is to form ten meaningful sentences by rearranging and matching the cards. Each sentence consists of three parts, one from each category. Write them down in your exercise book.
2. Your second task is to have a look at the sentences you have just formed and identify any new grammar which is new to you.
3. As your third task you will be asked by your teacher if you know what the sentences mean and if you know a similar structure from your mother tongue.
4. Lastly, discuss in your group and form and write down your own rules for forming the passive.

| TOPIC   | PROCESS  | ADDITIONAL INFO |
|---|----------|-----------------|
|  | are made | in China.       |

|   |                        |                                  |
|---|------------------------|----------------------------------|
|    | <p>is mostly eaten</p> | <p>by Japanese people.</p>       |
|    | <p>are eaten</p>       | <p>by cats.</p>                  |
|    | <p>is done</p>         | <p>during the summer months.</p> |
|   | <p>is sold</p>         | <p>at the butcher's shop.</p>    |
|  | <p>are eaten</p>       | <p>on Birthdays.</p>             |
|  | <p>was discovered</p>  | <p>by Christoph Columbus.</p>    |
|  | <p>are build</p>       | <p>in large factories.</p>       |

|   |              |                  |
|---|--------------|------------------|
|  | is used      | by Harry Potter. |
|  | is collected | on Halloween.    |

### Assessment of “Passive Pictures”

| Learning Stages  |       |   |
|--|-------|---|
| <p>The learning stages of this activity are awareness raising and conceptualization/hypothesis building. The learners realize new grammatical items and are familiarized with the basic structure of a passive sentence when creating a meaningful sentence consisting of three parts. The learners have to think about similar structures in their mother tongues and also need to make up a personal rule for this grammatical phenomenon, so they make generalizations about grammar and even start to internalize the rules.</p> |       |   |
| Pedagogical Principles   |       |   |
| Depth of processing, and mental activity   | - ✓ + | There is probably a lot of brain activity going on while trying to complete the task, especially when the learners have to think about similar structures in their own language and when they try to come up with a rule. This activity is a kind of discovery activity which leads to far deeper processing. |
| Dual processing (language / world)<br>Authenticity of process  | - ✓ + | The learners form correct meaningful sentences as all of the sentences are universally true, but it has to be mentioned that these sentences are very general. However, the information/fact might be useful to the students sooner or later.   |
| Personalization  | - ✓ + | The sentences are not personalized, but by presenting   |

|  |       |  |
|--|-------|--|
|  |       | some parts of the sentences in picture from the learners are given the opportunity to apply their already existing knowledge regarding vocabulary.   |
| Commitment filter                              | - ✓ + | First of all, the task is visually appealing as it includes some clip arts and is printed on colorful paper. When completing the task, the pupils will experience feelings of success. The students need to solve a problem (forming sentences that make sense) which makes it more interesting to the learners. |
| Peer / social learning and interaction         | - ✓ + | Pupils learn about the passive while playing a game. A positive aspect of this game is that there will not be a winner and some losers, but pupils have to work as a team to form correct sentences. Also when talking about the rules, better learners can help weaker ones to get the overall message.         |
| Testing vs. teaching                           |       | In this form the task can only be used for teaching, however you could change the task to a testing activity as well.  |
| This exercise supports learning processes ★★ ★ |       |  |

### Tell me more!

⇒ This exercise was inspired by Newby's *Grammar for Communication (Exercises and Creative Activities)* p. 101, ex. 199.

⇒ According to Newby (1998: 123) this activity belongs to the *Wer (oder Was) and Vorgang* category.

### Task:

Look at the box below! In this box you find verbs that you should use when formulating a reason for the sentences below the box. Add the reason using the passive.

wash away – take out – steal – kill – do – crash – broadcast – renovate

1. Mary can't come by car to watch our Oscar Wilde play, but I don't know why.  
Her car...
2. School starts a week later next year. Do you know why?  
The school building...
3. Why does Tina look so sad?  
Her teeth...
4. Where is Gloria's wedding ring? She usually wears it every day.  
The wedding ring...
5. Look at Hillary! Her make-up looks like a mess. What has happened to her?  
Look outside! It's raining! It...
6. I want to watch *The Oprah Winfrey Show* on television next week.  
Oprah has already retired. The show (not) ...
7. Do you remember how the song *All you need is love* starts?  
Yes, of course. There's nothing you can do that can't...
8. James, can you tell me an important fact about Caesar?  
Caesar ... by Brutus.

### Assessment of "Tell me more!"

#### Learning Stages

Conceptualization/hypothesis building is the learning stage of this exercise. The rule must be understood and confirmed by the learners. The learners can test the rule out in the exercise above and store it this way in their memory.

| Pedagogical Principles  |       |   |
|---|-------|---|
| Depth of processing, and mental activity                      | - ✓ + | The pupils have to look at the box above the sentences and chose the correct words which fit to each question. To do this, it efforts mental activity.  |
| Dual processing (language / world)<br>Authenticity of process | - ✓ + | Fill-in-the-gap exercises are not authentic. In this case, the exercise is not a simple gapped text. The pupils have to find the correct words in the box which go together with the sentences below and those sentences can be seen as a reaction to something that has just been said.  |
| Personalization   | - ✓ + | The sentences are pre-given. Nevertheless there is a personal factor, as the facts sometime have a real world context and therefore might be personal for the pupils. <i>All you need is love</i> is a famous song by <i>the Beatles</i> . You could even listen to the first lines of the song when correcting the task. This would make a lot of fun and some pupils might realize that they know the song. |
| Commitment filter   | - ✓ + | Fulfilling the sentences should be fun. The pupils can see if they have understood the concept of passive or not. This might motivate them to keep going on.  |
| Peer / social learning and interaction                        | = ✓ + | Social learning does not take place. The pupils create the sentences on their own and do not interact with their classmates.  |
| Testing vs. teaching  |       | This exercise works as a testing exercise as well as a teaching exercise. The teacher can see if the pupils understood the generalization by using passive in these sentences.  |
| This exercise supports learning processes ★★                  |       |   |

### Passive descriptions

⇒ Source: <http://www.teach-this.com/images/resources/passive-descriptions.pdf>, Passive descriptors, [18.11.15]

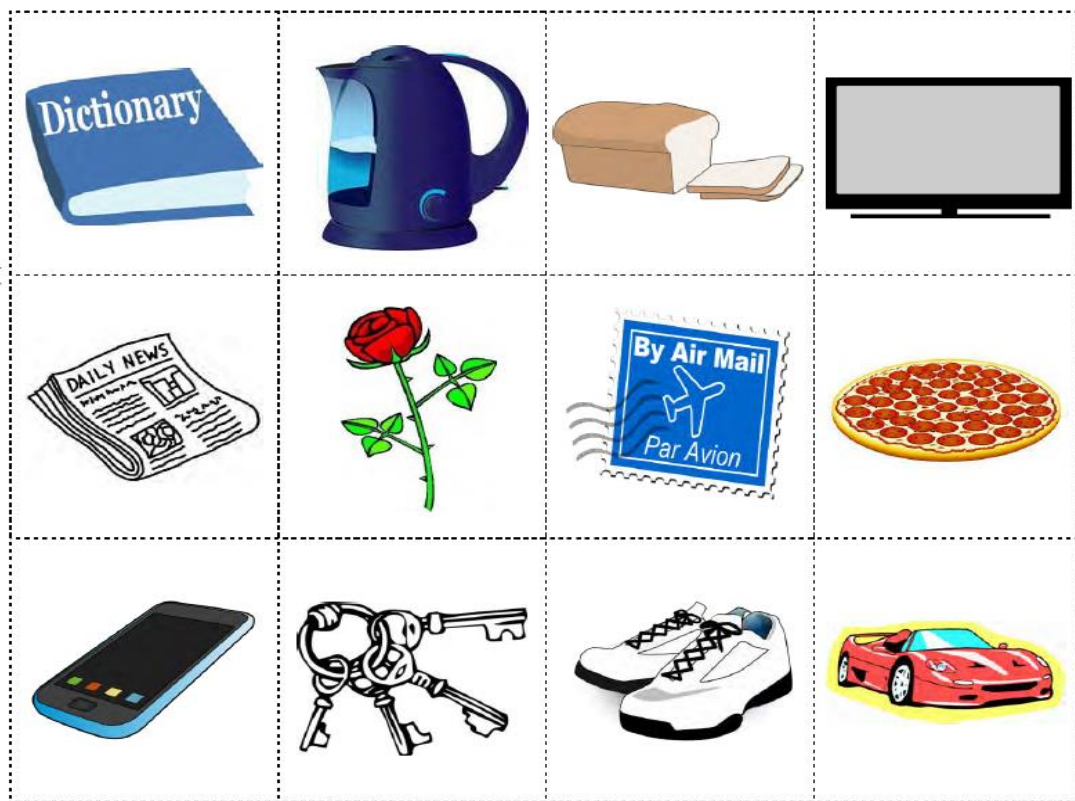
⇒ According to Newby (1998: 123) this activity belongs to the *Wer (oder Was)* and *Zusätzliche Information* category.

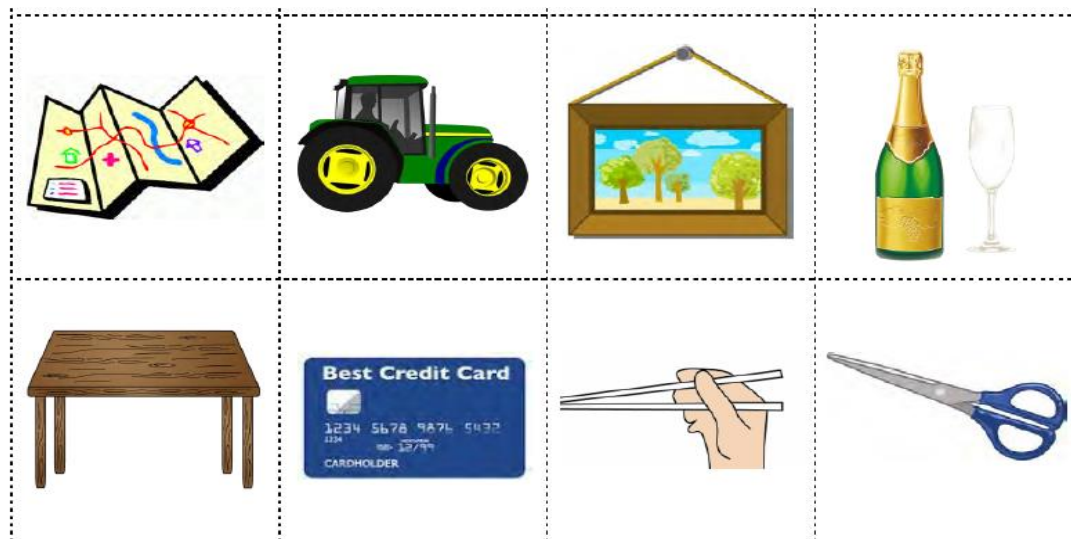
Before actually playing the game it is demonstrated in front of the class by picking up one of the picture cards and showing it to the class. The students are asked to make present passive sentences to describe the object. Their ideas are written on the blackboard. For example, if the picture of the dictionary is picked up, the students might say: It's made from paper. It's used in the classroom. It's bought by students. It's used to find the meanings of words, etc.



**Task:**

Get together into groups of three or four and take one set of cards. Shuffle the cards, and place them face down on the desk. You have to take it in turns to turn over a card and describe the object to the other students in the group using the present passive. The first student to guess the object wins the card. The winner is the student with the most cards at the end of the activity.





## Assessment of “Passive descriptions”

| Learning Stages  |       |  |
|--|-------|--|
| <p>This task comprises the learning stages conceptualization/hypothesis building proceduralization in scaffolded conditions. The pupils must have understood the rule to apply it in this exercise. The rule gets confirmed and slowly becomes natural and automatized. They have to use passive to generate their own utterances and tell each other facts about the objects that can be seen on the cards.</p> |       |  |
| Pedagogical Principles   |       |  |
| Depth of processing, and mental activity   | - ✓ + | The learners have to strongly activate their mental energy and have to think about facts they can tell their partners to describe the objects on the cards they have picked up.  |
| Dual processing (language / world)<br>Authenticity of process  | - ✓ + | The exercise is authentic as it is about objects that appear in the pupil’s real world. Nevertheless the exercise does not deserve a + as it demonstrates a lack in this area.   |
| Personalization  | - ✓ + | The objects on the cards are objects the student encounter in their real life too. Therefore it can be said that there is a kind of personal relationship to the exercise.   |
| Commitment filter  | - ✓ + | It is a game and probably is a lot of fun for the pupils as they can work together with their classmates and learn by doing. It’s a kind of <i>Activity</i> game, where the pupils have to guess what the other students mean. They can chat with each other and laugh together, which also makes the game exciting. |

|   |       |   |
|---|-------|---|
| Peer / social learning and interaction        | - ✓ + | It is a social learning activity as the students have to work together in small groups all the time.  |
| Testing vs. teaching                          |       | It is a teaching exercise which can be used to create a relaxed atmosphere in the classroom. It offers a nice change to the typical classroom scenario and can also help improving the class atmosphere |
| This exercise supports learning processes ★★★ |       |   |

### ⇒ Homework Task

⇒ created by Pia and Janine

⇒ According to Newby (1998: 123) this activity belongs to the *Wer (oder Was)*, *Vorgang* and *Zusätzliche Information* category.

### Task:

Look for videos on *Youtube* that show a process of production. Two examples are listed below. You can use them as well, but you are also free to choose a video on your own.

Examples:

<https://www.youtube.com/watch?v=mWwmXUynb4Q>

<https://www.youtube.com/watch?v=mWwmXUynb4Q>

Try to recapitulate the production process and write a text (a kind of recipe) between 250 and 350 words, dependent on how long the video you have chosen is. Do not forget to use passive!

(Hint: Write down 8-10 bullet points you found important concerning the production process! It will help you to keep the most essential aspects of the video in mind)

## Assessment of the homework task

|  |
|--|
| <b>Learning Stages</b>   |
| The learning stage of this activity is performance in real-time context. The learners generate their own utterances after having watched the video. They have to be fully aware of how to use the passive. |
| <b>Pedagogical Principles</b>  |

|  |       |   |
|--|-------|---|
| Depth of processing,<br>and mental activity                      | - ✓ + | This exercise challenges the pupils. They have to be fully aware of how to generate the passive and use it to write a kind of recipe of how to produce a certain object.  |
| Dual processing<br>(language / world)<br>Authenticity of process | - ✓ + | The process is absolutely authentic. The pupils can choose the topic they like the most and find out how a product they use in their real life is produced. So they do not only widen their horizons in regard to grammar, but also in regard to their personal interests.  |
| Personalization  | - ✓ + | The students can search the video that suits them most. The boys can choose something sporty such as, how to produce a football and the girls can search a video which is about how to produce make-up or anything else. There are no restrictions concerning their choice. Therefore the exercise is immensely personal as they also have to do everything on their own. |
| Commitment filter  | - ✓ + | This exercise promises a lot of fun. Children love to search for things online and if they can choose a video on their own they will probably have even more fun.   |
| Peer / social learning<br>and interaction                        | - ✓ + | There is no real interaction. The pupils will probably compare and talk to each other and tell the other pupils how cool their topic is, but the exercise itself is thought as an individual work.  |
| Testing vs. teaching   |       | This exercise cannot be used as a testing exercise as the pupils would have to use their computers and their headset to not disturb each other. We think it's more useful as a homework task as they love looking for things online in their private life too.  |
| This exercise supports learning processes ★★ ★                   |       |   |

## Lesson Three

### Find somebody who


⇒ Source: [http://www.elbase.com/vtr\\_item.php?type=mat&matid=594&lid=18](http://www.elbase.com/vtr_item.php?type=mat&matid=594&lid=18), Passive – Find somebody who, slightly adapted [07.01.16]

⇒ According to Newby (1998: 123) this activity belongs to the *Wer (oder Was)* and *Zusätzliche Information* category.

In this exercise the learners use passive structures to find out information about their school friends. The students should already be familiar with all the different tenses. To find things out about their friends the students should also be able to form questions such as “*Were you given a prize at school?*” The teacher should walk around to check if English is spoken and the correct questions are asked.

### Task:

You are provided with a worksheet by your teacher. On this worksheet you will find many statements, your task is now to walk around your classroom and ask your school friends questions about the statements. You should form questions like “*Were you given a prize at school?*”, “*Are you going to be picked up after the class?*” or “*Have you ever been disturbed by noisy neighbours?*”. If you have found somebody who has experienced something that is on the worksheet you write their name and additional information down. Try to fill out as much as you can.

| Somebody who...   | Name | Details |
|---|------|---------|
| was given a prize at school   |      |         |
| has been bitten by a snake,<br>stung by a centipede or a<br>jellyfish  |      |         |
| was made to do housework<br>when they were little   |      |         |
| whose clothes are being<br>cleaned, car is being<br>repaired or house is being  |      |         |

|   |  |  |
|---|--|--|
| decorated at the moment   |  |  |
| has been chased by a dog                                       |  |  |
| is going to be picked up after the class  |  |  |
| would like to be given a piece of clothing for their birthday  |  |  |
| has been disturbed by noisy neighbours  |  |  |
| hopes they will be invited to a party this weekend            |  |  |
| has been ripped off when travelling abroad  |  |  |
| was named after someone famous  |  |  |
| wasn't born in hospital   |  |  |

### Assessment of the “Find somebody who...”

#### Learning Stages

This task covers the learning stage proceduralization in scaffolded conditions. The learners should be able to use grammar in this exercise with a strong conscious focus on the rules. The students read a passive structure and then form a question with a passive structure to gain new information about their school friends

| Pedagogical Principles  |       |  |
|---|-------|--|
| Depth of processing, and mental activity                      | - ✓ + | The learners have to be mentally active and focused during this task. They need to understand the statements and then walk around asking their friends questions about these statements. “Find somebody who” is a discovery activity which leads to deep processing. |
| Dual processing (language / world)<br>Authenticity of process | - ✓ + | The task is very authentic. The learners form a question, which is essential in communication and probably even have a chat with their friends afterwards. Learners will use similar questions in their real life all the time.                                      |
| Personalization   | - ✓ + | The statements are given, but the learners have to figure out which of those have happened to their classmates. Therefore they get to know their friends a bit better and might even find out funny or strange things that have happened to them.                    |
| Commitment filter   | - ✓ + | The exercise promises a lot of fun as the pupils can chat with each other and can walk around in the classroom. It is a bit like playing detective.  |
| Peer / social learning and interaction                        | - ✓ + | Much chatting will be going on in this classroom during this activity. The learners ask each other questions and answer them. Weaker pupils can copy what better learner do or might be corrected by them in a friendly way.   |
| Testing vs. teaching  |       | This activity should only be used as a teaching activity. During an exam learners are not allowed to ask each other questions.   |
| This exercise supports learning processes ★★ ★                |       |  |

### Some days at the thermal bath

⇒ This exercise was adapted from David Newby’s *Grammar for Communication (Exercises and Creative Activities)*. Compare to task 201 “A life of luxury”.

⇒ According to Newby (1998: 123) this activity belongs to the *Wer (oder Was)* and *Zusätzliche Information* category.

This exercise focuses on future passive. In the first part of the exercise the learners need to fill-in the gap and in the second part they are required to write down their own ideas in whole sentences.

**Task:**

You and your family are very excited about your trip to the thermal bath during the Christmas holidays. You look forward to relaxing and reading all day long. Maybe you will even get a massage while you are there. Guess what will happen! Fill-in the blank spaces!



1. You won't need to get the train at one o'clock, because you \_\_\_\_\_ by your dad.
2. You will stay in a fancy hotel with a great view over the woods around you and the bill \_\_\_\_\_ by your mom and dad.
3. All of your luggage \_\_\_\_\_ to your rooms by a porter.
4. If you want, your breakfast \_\_\_\_\_ in your room.
5. In the evening you all \_\_\_\_\_ to an amazing restaurant by a family friend who is also at the thermal bath.
6. You \_\_\_\_\_ by a professional masseuse on your last day.



What else will happen on your relaxing spa getaway? Come up with three more sentences and then share them with a partner.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## Assessment of “Some days at the thermal bath”

| Learning Stages   |              |   |
|---|--------------|---|
| <p>This task comprises the learning stages proceduralization in scaffolded conditions and performance in real-time context. In the first part of the task, the pupils use the grammar without a strong conscious focus on rules and in the second part they use the grammar in an open context.</p> |              |   |
| Pedagogical Principles  |              |   |
| <p>Depth of processing,<br/>and mental activity</p>   | <p>- ✓ +</p> | <p>During the fill-in part the depth of processing will not be immensely high, as the learners only need to fill in the passive form in the future. However, words are not provided which requires mental activity. When the pupils add their own sentences, mental activity will be high.</p>  |
| <p>Dual processing<br/>(language / world)<br/>Authenticity of process</p>   | <p>- ✓ +</p> | <p>Dealing with holiday trips is generally authentic, but the fill-in part of this task lacks authenticity as the sentences are already provided and therefore not specifically linked to the experiences of the students. However, the second part of the task is more authentic as the learners have to come up with ideas and sentences.</p> |
| <p>Personalization</p>  | <p>- ✓ +</p> | <p>The task is personalized in the second part, when learners can write about their own ideas in terms of vacation in a thermal bath.</p>   |
| <p>Commitment filter</p>  | <p>- ✓ +</p> | <p>While some students generally enjoy fill-in tasks others find them a bit boring. The overall commitment will increase when dealing with the second part of the task.</p>   |
| <p>Peer / social learning<br/>and interaction</p>   | <p>- ✓ +</p> | <p>There will be no interaction between the learners during the task itself. However, later on they share their ideas with a partner.</p>   |
| <p>Testing vs. teaching</p>   |              | <p>This task can be used for both, testing and teaching.</p>  |
| <p>This exercise supports learning processes ★★</p>   |              |   |

### Paradise

⇒ This task was created by Pia and Janine

⇒ According to Newby (1998: 123) this activity belongs to the *Vorgang* and *Zusätzliche Information* category.

Paradise is played in pairs. The teacher has to copy enough pictures for the class. Both pupils of the pair get a copy of picture A and one student of the pair also receives picture B. Picture B must not be shown to the other person who has not got picture B.

**Task:**



You and your family have recently moved to another house. After having arrived you realized that the garden looked disastrous and therefore, you all decided to redo and improve the garden. Picture A shows the garden before you started redecorating it. After three weeks you are finished with all your work and the garden now looks like a paradise. You are now meeting your friend who has only seen the garden before the change and who wants to know what it looks like now.

First of all decide who has just moved and now explains the changes (A) and who is the friend who has not seen the finished garden (B). A has to describe how the garden has changed during the last couple of weeks to B. The task of B is to draw the redone garden. You can of course always ask questions if you are not sure about things. When you are finished compare the drawing to the picture.

**Picture A**



**Picture B**



The sentences could look like this:

*The blue bench has been moved.*

*Some bushes have been planted in front of the tree.*

*Another tree in a blue pot has been put next to the blue bench.*

## Assessment of “Paradise made”

| Learning Stages   |       |  |
|---|-------|--|
| <p>Performance in real-time context is the learning stage covered by this task. The learners must be able to use the grammar in an open context to create meaning. They are not provided with any help in this task, except maybe one example sentence. They are left to themselves to complete the task.</p> |       |  |
| Pedagogical Principles  |       |  |
| Depth of processing,<br>and mental activity   | - ✓ + | <p>This task is sadly a bit one sided. The pupil who describes the changes will be highly active. The learner does not only need to create passive sentences in the present perfect, but also needs to think about specific vocabulary, in this case about gardening. The pupil who is drawing has to understand what their partner means. However, they do not have to create meaningful sentences. Therefore it would be a good idea to have a similar task like this with a different topic an exchange the task of the pupils.</p> |
| Dual processing<br>(language / world)<br>Authenticity of process  | - ✓ + | <p>Describing changes is definitely an authentic task, especially since this task revolves around the change of a garden. The task also gives the learners the opportunity to apply their existing knowledge in terms of vocabulary and to do something creative such as drawing in an English class.</p>  |
| Personalization   | - ✓ + | <p>The exercise is not personalized as the learners are not talking about their own garden, but about someone's' garden.</p>   |
| Commitment filter   | - ✓ + | <p>Learners will probably highly motivated, because they know that they can work together, a probably want to see if the drawings look anything like the actual picture. This can be a fun challenge for them, as the learner who talks about the changes will to their best to make it as clear as possible for the pupil drawing.</p>  |
| Peer / social learning  | - ✓ + | <p>The learners are communicating throughout the entire</p>  |

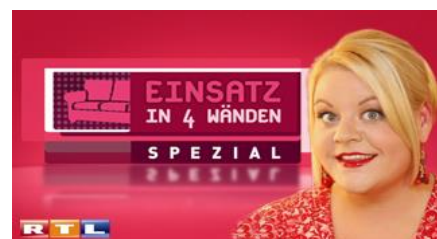
|  |  |   |
|--|--|---|
| and interaction                              |  | task. One pupil is stating the changes while the other one is drawing. If misunderstandings occur the pupils drawing will ask questions to solve the issues.  |
| Testing vs. teaching                         |  | In this form the task can only be used for teaching, as the pupils are constantly communicating with each other. However, you could change this task a little and give the learners both pictures in an exam. Their task is then to simply write sentences about the changes. |
| This exercise supports learning processes ★★ |  |   |

### ⇒ Testing Task

⇒ Task “invented” by Pia and Janine

⇒ According to Newby (1998: 123) this activity belongs to the *Vorgang* and *Zusätzliche Information* category.

You had the chance to be part of the team of “Einsatz in 4 Wänden”. Your room has been recently renovated by the staff of the show and you have grabbed the unique chance to bring forward your own ideas. Your furniture has been exchanged, your wall has been painted and new parquet flooring has been laid. They have even had an eye for details.



Write a letter to one of your relatives and tell them what has been changed in your room. Make them looking forward to their next visit in your home.

## Assessment of the testing task

| Learning Stages  |       |  |
|--|-------|--|
| This task covers the learning stages <i>proceduralization</i> and <i>performance in real-time context</i> . The learners do not only need to know grammar in this exercise, they really have to use it and they are left on their own. |       |  |
| Pedagogical Principles   |       |  |
| Depth of processing, and mental activity   | - ✓ + | The students have to be mentally active when doing this exercise. They do not only have to write a specific text |

|  |       |  |
|--|-------|--|
|  |       | type and use specific vocabulary (about housing), they also have to pay attention to the correct use of tense (in this case <i>present perfect tense</i> ) and <i>passive voice</i> .  |
| Dual processing<br>(language / world)<br>Authenticity of process | - ✓ + | Of course the probability that a pupil becomes part of such a program is low. Nevertheless, each of the pupils knows this kind of programs and probably has a room on their own. So, they should be able to identify with the situation mentioned in the task. Nearly everybody likes to change something in their room from time to time. The pupils can be creative and might express their wishes concerning a change of their room furniture.              |
| Personalization  | - ✓ + | The exercise is very personal as it is about the pupil's room. Each pupil has an individual style of living or individual wishes concerning their style of housing. They can use this exercise to express their thoughts about this topic.   |
| Commitment filter  | - ✓ + | The exercise promises a lot of fun as the pupils can create the room of their dreams within their text.  |
| Peer / social learning<br>and interaction                        | = ✓ + | There is no interaction at all. The pupils introduce the teacher into their private lives by showing how they live or would like to live. Nevertheless, communication is missing. You could do an oral follow-up exercise, in which the pupils exchange their living wishes and tell each other what has been changed in their room. Then it would fulfill this criterion too.   |
| Testing vs. teaching   |       | The exercise can be used for both, testing and teaching. It clearly fulfills the criteria of a testing activity as the pupils already have to know how to produce and use the <i>passive</i> and <i>present perfect tense</i> . Nevertheless, it can also be used to strengthen their already existing knowledge. Maybe they even already use the <i>passive voice</i> and <i>present perfect tense</i> subconsciously in this exercise, which would be great. |
| This exercise supports learning processes ★★★                    |       |  |

## Conclusion

Overall, the course and the term paper we wrote together were enlightening in regard to a communicative approach to grammar for us. Communication is the most important part in a language class. We think that it is essential not only to include communicative grammar in the classes but really focus on it. This approach makes learning for pupils so much easier and it is considered fun for them. It is nice to see concepts in which pupils learn grammar while playing a game with their school friends. There are so many different ways of teaching one grammar issue, which is nice so you can vary depending on the character of your class.

First of all, the teacher has to pay attention to the actual learning stages of the tasks. If you take these into account when creating exercises for your pupils you have already done the first step. The second step is to think about what the learners can relate to, what they find interesting and what could encourage them to be open to the language. To create a comfortable class-atmosphere and really reach your pupils, you have to be aware of the pedagogical principles and communicative criteria. We think it makes much more sense, if an exercise is authentic, contextualized and personalized. Pupils should not just learn certain rules by heart. They should engage with the language and find out rules or hypotheses on their own. If pupils do not get fixed explanations and rules by their teacher, they are forced to engage with these *language problems* themselves. This way the recently acquired knowledge becomes fixed more easily in their brains.

This course made it clear to us that we do not have to use the material that is presented in the course book, but we can adapt and improve it with a few changes to make it more communicative, which was really eye-opening. We think that this approach is not only more useful to the students, but also a kind of challenge for the teachers. It is also more exciting to teach communicative tasks than boring fill-in tasks.

We really want to stick to the things we have learnt in this course when teaching once ourselves. We find this approach absolutely useful as it is not some abstract concept, but very practical and straight forward.

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