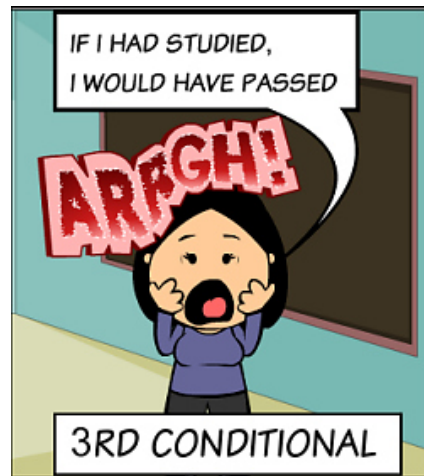


Teaching Communicative Grammar

Third conditional (Imagined past)

Level: Year 4



<http://learnenglishnowithana.blogspot.co.at/2015/10/conditional-sentence-type-0-1-2-and-3.html>

PS Communicative Grammar

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1 Cognitive and Communicative Grammar – a story

Mrs. Traditional opened the door to her flat and threw her bag in the corner of the corridor. With a heavy sigh she sank down on the couch. It had been one of these long, exhausting days, where everything seems to go wrong. The students had been really annoying and then she had had this awfully long, pointless discussion with a mother of one student who had been convinced her son deserved a much better grade. But the worst had been this conference in the afternoon. Not only had the list of topics seemed to be endless, also there had been this new, young colleague Mr. Communicative who had talked about some kind of new approach to language teaching called C+C Grammar. What were the Cs standing for? Alright: Cognitive and Communicative. She remembered her colleague saying that the cognitive perspective deals with actual mental processes in the brain and the communicative aspect then explains how the knowledge of the world is encoded into language. What did this even mean?

The longer she thought about it the more upset she got. She has been teaching English for almost 30 years now, and now some inexperienced teacher wanted to tell her she has been doing it wrong all the time? No, this was something she could not tolerate. “Grammar” and “communicative” are two terms that do not go together. She was sure about that. But the colleague had continued undeterred, even when she had made the attempt to interrupt. He had explained that people store information in terms of concepts, such as experiences and world knowledge and therefore it is very hard to remember lists of grammatical terms and rules that are very often decontextualized. Further, because those stored concepts need to be expressed in some way grammatical forms are used. Then her colleague had given those things which fulfil particular functions and purposes a funny name – notions. Oh how he had emphasized the importance of those notions. Mrs. Traditional winced by the thought of it. She always introduced the tenses and forms, such as the present perfect tense, by a list of rules and supported it with several exercises. What was wrong with that? After all students have always been able to speak decent English at the end of their school career.

But her new colleague saw things differently. He thought that rules, especially if they deal with more notions at a time are confusing for students. In this case their brains get flooded with information and this makes it impossible for them to memorize, let alone to understand it.

Could that be true? She tried to think about her own experiences and had to admit that one or the other time she desperately had tried to figure out the meaning of a rule, which hadn't seemed to make sense at all. Out of this reason, her colleague had declared in a self-important manner, it is essential to only introduce one notion at a time and immediately had provided an example: The Future could be divided into the notions "arranged activity", "intentions", "interpreting signs", "predictions" and "spontaneous decisions".

"And how should that work? This would take so much more time. We don't have that time. We have to abide to a syllabus." another colleague had wanted to know. This had been the only moment in this whole speech when she had felt some kind of relief. At least others seemed to share her sceptical attitude towards C+C grammar. But of course the motivated colleague had had an answer to that question. "You're absolutely right", he had said, "It does take more time." At this point Mrs. Traditional had pricked up her ears. Would he admit that her new approach wasn't so great after all? Unfortunately, already the next sentence had proved her wrong: "But you will save a lot of time afterwards. You will have to do much less explaining and revising. I promise you that. Furthermore, wouldn't you rather be sure that your students master the most important concepts than struggle with a wide range of tenses, mixing them all up?" In the afternoon this statement had set her in rage, but when she thought about it now, the colleague seemed to have a point.

Nevertheless, he had also explained the most important steps and aspects to consider. He had talked about language learning as a process with different stages. In the beginning teachers should raise awareness for a new grammatical form, but in a different way than Mrs. Traditional had expected. Once students have noticed a new form and its differences to a familiar one, you should let them figure out a rule on their own. This was completely new for her. However, in a way it seemed to make sense. She had to admit that. "Students are mentally active and build hypotheses about the new form", Mr. Communicative had said. But that hadn't been all. He continued with the following Conceptualization stage where this newly formed hypotheses then get supported by several exercises that help to internalize the rule. The following Proceduralization stage takes this even one step further. Here students are presented with more activities that give them the opportunity to use the new form and gradually "automatize" its usage. A mixture of written and oral activities is important, as oral

task involve more brain activity. This leads to the final stage – Performance. The students should now be able to use their own ideas and thought to create meaningful language on their own.

Then her new colleague had had to pause, because the same person as before had spoken up: “Are you saying that we as teachers are obsolete?” “No, not at all”, he had uttered with a little bit too friendly smile, “we need to guide the kids and give them the support they need to draw the right conclusions. Moreover, not every exercise is helpful for grammar teaching.” And he had listed quite a few points, which make exercises communicative. Could she remember all of them? Her brain was slowly getting tired. She tried to concentrate. In the meantime she found the idea of C+C-grammar a little bit less terrible.

First of all, the activities should encourage students to think about what they are doing. He had called this depth of processing. Further, a connection between the real world knowledge and the task should be established, making it authentic and relevant. The name of that was dual processing. Also the tasks should enable students to draw upon their own experiences, feelings and interests. The topics should be relevant for students and this at the same time helps to activate their commitment filter. What a funny word! But that was what he had said. If students are curious and are motivated to solve a problem they will remember things much better. But something was still missing. She swore she could hear her brain working in her head. Interaction! With peer learning the learning process gets even more effective, because students can debate concepts and explain them to each other.

Mrs. Traditional was proud of herself. If this was no proof that her brain was still working perfectly fine! If all these points really help students to understand grammar more easily and faster maybe this whole C+C-grammar thing was not so bad after all. She decided to give the approach a chance. With these thoughts her mind drifted off and she fell into a deep sleep; one of the best she had in a long time.

2 Teaching materials for three lessons (Exercises and Activities + Analysis)

2.1 Lesson 1

2.1.1 Activity 1.1

(adapted from http://epep.at/?page_id=2435)

Write the title of the movie “The curious case of Benjamin Button” on the board. Misspell the title. If your students are very attentive they will notice. In any case, correct it and give them the sentence “If I had paid better attention, I wouldn’t have spelled the title wrong.” This gives them an idea what the lesson is about.

Ask students the following questions to check for understanding:

- Did I spell the title wrong?
- Have I paid enough attention?
- Does it talk about something in the past, present or future?
- Does it talk about a real or a hypothetical situation?

Then students watch the scene when Daisy gets hit by a taxi from the movie and take notes.

<https://www.youtube.com/watch?v=mTDs0lvFuMc>

Can you remember all the things that could have happened differently? Work with a partner and try to find all the sentences from the movie exactly as they were said. Also try to write them in the correct order. Use your notes. The words below help you.

coat • shoelace • taxi driver • package • cab • alarm • delivery truck • girl

If only one thing had happened differently...

if only _____

or (if) _____ moments earlier

or (if) _____ and ready...

because _____

or if _____ five minutes earlier

or (if) _____

or (if) _____

and _____

Daisy and her friend _____ the street...

and the taxi _____ by ...

But life being what it is... a series of intersecting lines and incidents...

Out of anyone’s control.

That taxi did not go by...and the driver was momentarily distracted.

And he didn’t see Daisy crossing the street and that taxi hit Daisy ... and her leg was crushed.

Picture source: <http://www.fancygraphics.net/benjamin-button/>

During the exercise monitor and help students. At the end compare and make sure everybody has the right sentences.

2.1.2 Analysis of Activity 1.1

<i>Learning stage</i>	<i>Awareness raising</i> – Students see and hear the form for the first time. They should understand the meaning of it. In the fill-in exercise students need to use the form, but they try to remember what was said in the movie and do not produce their own language.
<i>Depth of processing, mental activity</i>	The questions check for understanding – Students have to think about the meaning of the sentence. While watching the movie mental activity is required, because students need to take notes. In the fill-in exercise afterwards depth of processing is high. Students need to reconstruct the sentences from the movie.
<i>Dual processing</i>	Students might have seen the movie “The curious case of Benjamin Button” Dual processing is active in that they try to remember details from the movie. This might be required when they are asked about a movie they have seen.
<i>Personalization</i>	The activity is not personalized
<i>Commitment filter</i>	The commitment filter is activated by watching the movie scene. Finding the exact sentences challenges students.
<i>Peer/social learning, interaction</i>	Peer learning is used in the second part of the activity (find the sentences from the movie) as it is done in pairs.
<i>Teaching vs. Testing</i>	This is a teaching activity only, as it is intended to raise awareness.

2.1.3 Activity 1.2

Think of 5 things that happened in your life you want to talk about. It can be positive or a negative experiences. It also doesn't need to be a very spectacular one. Write them in the left column (Spalte) of the table below. Ignore the right column for the moment.

	What happened?	Reason
	I broke my leg when I was six	because I jumped off a high wall
	Last week I got an ice cream for free	because the iceman gave me the wrong flavour.
1		
2		

3		
4		
5		

a) **Why did it happen? Was it something that you did?**

Write your reason in the right column of the table.

Example: I broke my arm when I was six, because I jumped off a high wall.

Last week I got an ice cream for free, because the iceman gave me the wrong flavour.

b) **Could you have changed the events? If yes, what could you have done differently? If no, what must have been different?**

Discuss this question with a partner. Use the example sentences as a model and write down your sentences.

Example: If I hadn't jumped from this high wall, I wouldn't have broken my leg.

If the iceman hadn't given me the wrong flavour, I wouldn't have got an ice cream for free.

2.1.4 Analysis of Activity 1.2

<i>Learning stage</i>	<i>Conceptualization/Proceduralization</i> – Students see the difference between real events in the past and the imagined past. They need to produce the form for the first time.
<i>Depth of processing, mental activity</i>	Depth of processing is very high in this activity. Students need to find their own examples and they need to form conditional sentences on their own.
<i>Dual processing</i>	Students talk about things that happened in their own lives, so dual processing is very active.
<i>Personalization</i>	The exercise is personalized in that students use their own experiences and share them with their peers.
<i>Commitment filter</i>	Students can talk about personal things with their classmates
<i>Peer/social learning, interaction</i>	Interaction takes place when students discuss the questions and find sentences in pairs.
<i>Teaching vs. Testing</i>	The activity is better suited for teaching, because of its 'step-for-step-structure' but I could also be used for testing.

2.1.5 Homework 1

(adapted from <http://www.teach-this.com/images/resources/just-imagine.pdf>)

Students get cards with the following sentence starters on them. They should complete the sentences at home. Make sure that students bring the cards to class the next day.

Just imagine

Imagine the following situations and find an ending for every sentence.

<p style="text-align: right; font-weight: bold; font-size: 1.2em;">1</p> <p>If I had had time this week, I would have...</p> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/>	<p style="text-align: right; font-weight: bold; font-size: 1.2em;">5</p> <p>If I had met my great-great-grandparents, I would have...</p> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/>
<p style="text-align: right; font-weight: bold; font-size: 1.2em;">2</p> <p>If I had lived before, I would have been...</p> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/>	<p style="text-align: right; font-weight: bold; font-size: 1.2em;">6</p> <p>If I had won the lottery recently, I would have...</p> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/>
<p style="text-align: right; font-weight: bold; font-size: 1.2em;">3</p> <p>If I had found a lot of money on my way to school, I would have....</p> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/>	<p style="text-align: right; font-weight: bold; font-size: 1.2em;">7</p> <p>If I had been born into a famous family, I would have...</p> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/>
<p style="text-align: right; font-weight: bold; font-size: 1.2em;">4</p> <p>If I hadn't come to class today, I would have...</p> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/>	<p style="text-align: right; font-weight: bold; font-size: 1.2em;">8</p> <p>If I had gone to a party last night, I would have ...</p> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/>

2.1.6 Analysis of Homework 1

<i>Learning stage</i>	Conceptualization – Students use the form for imagined situations in the past and produce language in scaffolded conditions.
<i>Depth of processing, mental activity</i>	It is not a shallow activity, but not too much mental activity is required. Students need to come up with their own examples, but they only complete sentences where the structure is more or less given.
<i>Dual processing</i>	Students use their imagination and their world knowledge to complete the sentences.

<i>Personalization</i>	The activity is personalized in that students are asked to write what they would have done in the respective situations.
<i>Commitment filter</i>	Students can be creative when completing the sentences and this activates the commitment filter.
<i>Peer/social learning, interaction</i>	Interaction is not a part of this activity.
<i>Teaching vs. Testing</i>	The activity can be used for teaching and for testing. For testing it would be better if student had to write whole sentences instead of completing them.

2.2 Lesson 2

2.2.1 Activity 2.1

Just imagine (Part 2)

- Get into groups of 4. You need your cards and a small item (for example an eraser) that can be used as a counter (Spielstein). Also choose a score keeper for your group.
- The youngest player starts.
- When it is your turn choose one of your cards and tell the others which one you chose. Only tell team mates the number, not the sentence!!
- The other players now give you their sentences with the corresponding numbers (e. g.: If you have chosen number 4 then you get all sentences that start with “If I hadn’t come to class today ...”). Make sure only you can read them.
- Mix the cards and then put them on the table. Read every sentence out aloud while you do so.
- Now your teammates must guess which sentence is yours by putting their gaming piece on a card.
- Everybody that guessed correctly gets a point. In the end the person with the most points wins.

2.2.2 Analysis of Activity 2.1

<i>Learning stage</i>	Conceptualization/Proceduralization Students internalize the structure of the sentences, by reading and repeating it many times.
<i>Depth of processing, mental activity</i>	Depth of processing is not too high in this activity. In the game student do not need to produce their own language, but they concentrate on the new structure.
<i>Dual processing</i>	Dual processing is not very active, unless one argues that playing a game is a real-life activity.
<i>Personalization</i>	In the game they have to guess their teammates sentences.
<i>Commitment filter</i>	The ‘fun-aspect’ of the game also activates the commitment-filter.

<i>Peer/social learning, interaction</i>	The game is played in groups, so interaction takes place.
<i>Teaching vs. Testing</i>	This activity can only be used for teaching.

2.2.3 Activity 2.2

(Adapted from Newby exercise 102 and First Certificate Masterclass p. 141)

Sue Sorry messed up a lot of things. She has an excuse for everything, but unfortunately all the people are now very angry and won't talk to her. Help Sue and tell them why she hadn't done the things she should have.

1. I didn't buy the milk because I hadn't got enough money with me.
2. I didn't know you were back from your holiday, so I didn't phone you.
3. I only lost the match because I was feeling ill.
4. I forgot to put my watch on – that's why I was late.
5. I didn't help you because I didn't know you had a problem.
6. I'd have bought you a present, but I forgot when your birthday was.
7. *Friend:* Why didn't you come to my party? *Sue:* I didn't get an invitation!



1. If Sue had got enough money with her, she _____
2. If she _____
3. _____
4. _____
5. _____
6. _____
7. _____

Picture source: <http://clipart.me/premium-miscellaneous/a-cute-shy-girl-looking-embarrassed-623242>

2.2.4 Analysis of Activity 2.2

<i>Learning stage</i>	Proceduralization – Students produce sentences in scaffolded conditions. The exercise also refers to Conceptualization, because students should learn that the third conditional can be used for excuses.
<i>Depth of processing, mental activity</i>	The activity is neither shallow nor does it require particularly high mental activity as students need to rewrite the sentences according to a pattern. However, they need to show understanding of the concept in order to produce meaningful sentences.
<i>Dual processing</i>	Dual processing is not very active. However, students might encounter a similar situation in real life, where they have to talk about another person and his/her utterances.
<i>Personalization</i>	This activity is not personalized.

<i>Commitment filter</i>	It can happen that the commitment filter is not activated in this activity; however students hopefully are more motivated by the story frame of the activity.
<i>Peer/social learning, interaction</i>	This activity does not involve peer learning or interaction.
<i>Teaching vs. Testing</i>	This activity can be used for teaching and testing.

2.2.5 Activity 2.3

Lazy stories

(Based on <http://designerlessons.org/2012/01/21/esl-lesson-plan-student-centred-writing-activities/>)

Read the short stories. Discuss the questions with a partner and agree on what you would have done in the situation. Write one sentence for each story.

1

I awoke one night with a strange feeling. It was raining heavily and the wind was howling. Suddenly I heard the sound of an insistent scratching somewhere very close-by. Where was it? On my window-ledge? My whole body shook with fear. Then I turned over and went back to sleep.

Where could the sound have come from?

What could it have been?

What would you have done in the situation?

If I had heard this scratching sound, I would have _____

2

I was in town and was walking through the streets, looking at the shop windows. Suddenly an old man passed by and gave me a piece of paper. It said: "Follow me." But I turned around and walked away.

Was that the right decision?

What could the man have wanted?

What would you have done?: _____

When I was on holiday last year I took a nice walk along the beach. I was looking for some shells, when I noticed a bottle had washed up on the sea shore. I opened it and inside there was some kind of paper. I didn't look at it and recycled them both in the paper and glass bins.

3

What could the paper have been?

What would you have done?: _____

Event chain

Now choose one of the stories. Create a chain of events. Start with the sentence you have written and continue with what would have happened next. Every sentence should relate to the previous one. Write at least 5 sentences.

Example: If I had heard this scratching sound, I would have gotten up and opened the window.

If I had opened the window, I would have found a little bird sitting there.

If I had found a bird at my window, I would have ...

2.2.6 Analysis of Activity 2.3

<i>Learning stage</i>	Proceduralization – Students produce their own language in scaffolded conditions
<i>Depth of processing, mental activity</i>	Depth of processing is very high, as students must use their imagination, talk about their ideas and also produce grammatically correct sentences.
<i>Dual processing</i>	Students can use their knowledge of the world and their imagination to decide what they would have done.
<i>Personalization</i>	The activity is personalized in that students use their own ideas to describe what they would have done in the situations.
<i>Commitment filter</i>	As each of the story has a disappointing ending, students are encouraged to find an alternative course of action.

<i>Peer/social learning, interaction</i>	The activity is done in pairs and therefore encourages social learning.
<i>Teaching vs. Testing</i>	The activity is a teaching activity, but in an adapted form it could also be used for testing: Students get one story and find an alternative ending by creating a chain of events.

2.2.7 Homework 2

Create two chains of events similar to the one you did in school. Try to make it as long as possible (at least 5 sentences) You can choose one option (a) or b)) and do both chains for this option or you can do one for a) and one for b).

a)	b)
<p>Create a chain of events for your own life. How would your life have changed, if only one thing had been different? If it helps you, you can draw a timeline first.</p> <p><i>Example:</i> If I hadn't been born in Austria, I would have never gone to school in Graz. If I had never gone to school in Graz, I wouldn't have met my friends. If I hadn't met my friends, ...</p>	<p>Imagine the worst possible scenario for a situation. Start with one decision and then describe how one thing led to another</p> <p><i>Example:</i> If I hadn't come to class today, I would have gone shopping. If I had gone shopping, I would have spent all my money. If I had spent all my money, ...</p>

2.2.8 Analysis of Homework 2

<i>Learning stage</i>	Proceduralization – The exercise refers to this stage, because students write sentences on their own. The task is not very restricted, but still language production takes place in scaffolded conditions.
<i>Depth of processing, mental activity</i>	This activity requires very high depth of processing. Students need to come up with their own examples and create a cohesive chain of sentences.
<i>Dual processing</i>	Students have to use world knowledge and their own experiences to complete the task.
<i>Personalization</i>	The exercise is very personal. In a) students use experiences from their own life; in b) they write about imagined scenarios, but still they start with a personal fact.
<i>Commitment filter</i>	Commitment filter is activated when students can be creative by imagining alternative lives and scenarios.
<i>Peer/social learning, interaction</i>	Interaction is no part of this activity
<i>Teaching vs. Testing</i>	The activity is suited for teaching and testing.

2.3 Lesson 3

2.3.1 Activity 3.1

(Adapted from <http://www.polzleitner.com/epep/Uni/Grammar/student-examples/Taras-Future-paper.pdf> Activity 2.1)

Compare your event chains with a partner. What could have happened in their lives if things had gone differently? What is the worst thing that could have happened?

Note for teachers: Find some volunteers who read out their chain in class.

2.3.2 Analysis of Activity 3.1

<i>Learning stage</i>	Proceduralization – Students do not produce language, but focus on the form by reading the event chains of fellow students and listening to others reading out their chains.
<i>Depth of processing, mental activity</i>	Students have to use their mental resources for checking their partner's work, but otherwise depth of processing is not particularly high.
<i>Dual processing</i>	Dual processing is not very active in this activity.
<i>Personalization</i>	The activity is personalized in that students present their own work.
<i>Commitment filter</i>	Students can share their work with a partner and if they want with the class. Furthermore, they are allowed to check their peer's work.
<i>Peer/social learning, interaction</i>	Interaction is central in this activity as students compare their work with others and give feedback on it.
<i>Teaching vs. Testing</i>	This activity is a teaching activity.

2.3.3 Activity 3.2

Adapted from: (<http://edition.tefl.net/ideas/grammar/third-mixed-conditionals-practice/>)

It's all your fault!!



✿ Get together with a partner.

✿ Imagine you are involved in an annoying or bad situation. You can choose one of the options below or come up with your own ideas.

- You get lost on the way to a party
- You want to bake a cake and realize that there are no eggs
- You forgot to prepare a presentation for the English lesson.
- You want to go shopping, but unfortunately the shop is already closed.
- You miss the bus and now you have to wait an hour for the next.
- ...

✿ Nobody wants to be at fault and blames the other person for it. Write down at least 5 arguments that you can use and prepare a dialogue. The dialogue should start with explaining the situation and also have an appropriate ending. (e. g: Find a solution, decide not to talk to each other anymore or decide it doesn't matter whose fault it is etc.) Be creative. The example below gives you an idea how the dialogue could look like.

✿ Then act out the situation in class.

Example:

A: "Great, now we are lost. We will never get to this party."

B: "Well, if you had checked the way on Google Maps, we wouldn't have got lost!"

A: "If you had done our presentation as you promised, I would have had the time to check!"

B: "Anyway, if you had bought the satellite navigation system, not checking the way to the party wouldn't have been such a problem!"

A: ...

2.3.4 Analysis of Activity 3.2

<i>Learning stage</i>	Performance – Students act out a situation in real-life context.
<i>Depth of processing, mental activity</i>	Depth of processing is very high in this activity. Students need to find arguments, use the third conditional correctly, produce a coherent text and finally act out the dialogue orally.
<i>Dual processing</i>	Dual processing is active, because the situations from the activity can happen in real-life and they would initiate similar conversations.
<i>Personalization</i>	The activity is not personalized, unless students write about a situation they have really experienced.
<i>Commitment filter</i>	Students are encouraged to be creative and bring in their ideas. Acting out the dialogue makes the activity even more motivating.
<i>Peer/social learning, interaction</i>	The activity is done in pairs, so social learning is an essential part of it.
<i>Teaching vs. Testing</i>	This activity is a teaching activity, because pair work is usually not part of testing situations. However, if students had to produce dialogues on their own the activity could also be used for testing.

2.3.5 Activity 3.3

(Based on <http://esol.britishcouncil.org> "Regrets: third conditional")

You read the following story in a magazine

<h2>Learn from your mistakes</h2>	Everybody makes mistakes. Sometimes bad decisions can have severe consequences. Emma Wyatt talks about her trip that didn't end as she had planned
<p>I was on holiday in the Mediterranean and I spent the first week happily sunbathing and swimming but then I started to get a little bit bored and I decided to explore the mountain that he could see behind the hotel.</p> <p>So one afternoon, about two or three o'clock, I set off up the mountain, with a bottle of water, wearing sandals, because they were so comfortable. It wasn't a difficult walk up the mountain, the view was beautiful and the air was much cooler and I decided to sit down and have a little rest, enjoy the view, but I fell asleep and when I woke up it was nearly dark and I was a bit scared because I hadn't told anybody where I was going.</p>	<p>I decided I'd better get down that mountain quite quickly, before it went really dark. But sometimes going down is harder than going up and I slipped and fell. I really hurt myself and I couldn't move and nobody looked for me so I spent the whole night on the mountain.</p> <p>Luckily, in the morning somebody found me, help was called and everything was all right. They took me down the mountain and I got fixed up. However, I don't regret going up that mountain. But the next time I will not make the same mistakes again.</p>

Which mistakes did Emma Wyatt make? Find as many sentences as possible what Emma could have done differently so that her trip hadn't ended with an accident.

Example: If she had set off a bit earlier, it wouldn't have got dark.

Compare your sentences with a partner. Who has found more?



<http://www.dreamstime.com/illustration/mistakes.html#details34596331>

2.3.6 Analysis of Activity 3.3

<i>Learning stage</i>	Proceduralization – Students look for Emma’s mistakes and produce third conditional sentences.
<i>Depth of processing, mental activity</i>	The activity shows high depth of processing, because after reading the story students have to construct meaningful sentences on basis of the text.
<i>Dual processing</i>	Dual processing is active in that students need their knowledge of the world, analyse the article and find sentences that make sense.
<i>Personalization</i>	This activity is not personalized.
<i>Commitment filter</i>	The competitive aspect (who finds more sentences) activates the commitment filter.
<i>Peer/social learning, interaction</i>	While the activity no interaction is involved, but students compare their sentences afterwards
<i>Teaching vs. Testing</i>	The activity can be used for teaching and testing.

2.3.7 Homework 3

Under the article you find the following advert. You decide to participate

WRITING COMPETITION

Have you ever made any mistakes that you regretted? Do you think that things could have been different?

Share your story with us (in approximately 300 words) and also tell us what you would have done differently from a present point of view.

The best story wins 10 €!!!

2.3.8 Analysis of Homework 3

<i>Learning stage</i>	Performance – Students have to produce language in real-life-context. They need to show understanding of the concept as they are asked to include a story in the past tense as well as the third conditional.
<i>Depth of processing, mental activity</i>	Depth of processing is very high. Students encode their own ideas and have to produce an authentic, cohesive text.
<i>Dual processing</i>	Dual processing is active, because such an advertisement could be found in a magazine. Students write a story/article about their own experience.
<i>Personalization</i>	The activity is personalized, because students write about their own experiences.
<i>Commitment filter</i>	The commitment filter is activated because students can talk about their own life. The competitive aspect of the task might also contribute to that, even though there is not really a prize.

<i>Peer/social learning, interaction</i>	Students should produce individual texts, so no Peer learning is involved.
<i>Teaching vs. Testing</i>	This can be both – a teaching and a testing activity.

2.4 Testing task

If it had happened to me ...

(Adapted from Newby – Exercises and Creative Activities 161)

You meet up with your friends and you talk about what has happened since your last saw each other. They all tell you their story and how they handled the situation. Of course you would have reacted in a complete different way. Write down what you would have done.

1. Last week I saw a man steal an old woman's handbag and run away, but I was too frightened to do anything.

2. Yesterday my parents locked their key in the car, so they broke the window.

3. Last night when I came home there was a rat in front of the door, so I didn't dare to enter.

4. When I was swimming someone stole my clothes, so I waited till it got dark before I went home.

5. A few days ago my mum was hanging up washing on the balcony and the wind blew the door shut. She couldn't get back in so she waited there for six hours till dad came home.

6. Bianca went off with another boy at the party and her boyfriend just watched and smiled!

7. When I got on the train I realized that I had lost my ticket, so I got off again.

8. Yesterday I broke my neighbour's window with my football, so when he came home I gave him 20 € to pay for it.



2.4.1 Analysis of testing task

<i>Grammatical objective</i>	
<i>Learning aim</i>	
<i>Learning stage</i>	Proceduralization – This is a testing task also weaker students should be able to complete without big problems. It asks students to produce their own language, but in scaffolded conditions.
<i>Depth of processing, mental activity</i>	Depth of processing is high, because students form a new sentence on the basis of the given one, but they encode their own ideas.
<i>Dual processing</i>	The sentences describe situations that could happen in student's every-day life. Students think about their own behaviour in the respective situations and connect it to the third conditional. In a real conversation they would answer in a similar way.
<i>Personalization</i>	The activity is personalized in that students imagine what they would have done.
<i>Commitment filter</i>	Commitment filter is activated by the testing situation itself.
<i>Peer/social learning, interaction</i>	Peer/social learning is not involved in this exercise
<i>Teaching vs. Testing</i>	This activity can be used for teaching and testing.

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