

Teaching Present Simple and Progressive

Notions: Present Routines and Activities

Communicative Grammar (Fachdidaktisches PS 2)

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1. Introduction: Why and how to teach C + C Grammar?

The following letter is aimed at a teacher who uses traditional ways of grammar teaching. We want to convince him to try to follow the communicative grammar approach by showing him/her why and how it is used and what advantages it encompasses.

Dear friend,

I know that you had some heated debates about the communicative approach of grammar teaching and this is why I decided to write to you. You are not the only one who expressed his uncertainties of switching from the traditional way of teaching grammar to Communicative Grammar. In fact, there have been numerous disputes between language teachers over the aspect of grammar teaching within the last decade. Nevertheless, I feel that I finally have to tell you about the positive rationale behind the concept of Communicative Grammar and maybe even convince you of the various advantages of the approach.

Communication and the actual use of the foreign language are getting more and more important in language classrooms and this aspect of performance along with grammatical knowledge and competence is definitely advocated within Communicative Grammar activities. The approach helps students, as it focuses on language in certain conversations and situations. Pupils are provided with opportunities to use language in real-life contexts, which make the tasks not only instructive, but also relevant to each individual in a class. In addition, Cognitive Grammar approaches grammar from a psychological, mind-based direction, which focuses on the various learning stages and mental processes of students. The objective behind general grammar teaching is the ability of students "to express their own ideas in real situations in language that is as correct, meaningful and appropriate as possible." (cf. Newby, Course Handout p. 14) Besides, the CEFR says that grammar must reflect an "action-oriented conception of language". Both theories and definitions of grammar teaching can therefore be seen as supported within C + C Grammar tasks. (cf. Newby, Course Handout p. 19)

Traditional grammar is often criticised, as its exercises only tend to focus on developing and testing declarative knowledge that refers to knowledge about facts and things. However, procedural knowledge, which deals with the aspect of how to perform various cognitive activities, is also important for students and Communicative approaches attempt to foster both types of knowledge. (cf. Newby, Course Handout page 29) Further, one has to say that

traditional grammar activities often include fill-in exercises, which require the students to choose between several single words. They represent guided activities that usually involve only little depth of processing and merely a handful of students can really see a reason behind them. Even though, they might be advantageous for teachers, as they can quickly assess the work, the tasks typically reflect grammar as a product rather than a process. Pupils apply their knowledge according to a certain set of rules that they were thought in school and tend to have problems when it comes to using grammar and applying their knowledge outside of class. In contrast, C + C Grammar provides learners with a more natural learning process that stresses competence as well as performance. The process involves a learner's schematic way of thinking, which helps them to encode meanings into form. Orientation can be provided through *Notions*, which connect the concept and the actual real life use.

I know this last part sounds a bit complicated, but let me elaborate this idea a bit further, so that it becomes clearer. In C + C Grammar we divide chapters of traditional grammar into several smaller sections, which are referred to as *Notions*. In order to describe grammatical notions systematically, we need rules and certain terminology that function as metalanguage and which is provided through *Notional Grammar*. The different notions are taught separately and step by step, so that only one aspect of a certain grammar unit at a time is explained to the students. Later on you might contrast them, but this really comes as a last step. When we take a look at the Present Perfect Tense, we can for example find seven notions: Experience, Changes/Completion, Duration of a state, Duration of an activity, Recentness of a state, Recentness of an event and Recentness of an activity.

The aim of Notional Grammar is to provide a "specification of grammatical meaning and to package its findings in pedagogically accessible form". (cf. Newby, Course Handout p. 21) This refers to the fact that it is easier for students to grasp grammar, once they understand the notions and it allows them to put them in a context where they have concrete examples that are not as abstract compared to traditional grammar rules. This is particularly important, as notions have actual meanings in the students' real life and can be related to their experiences. The challenge of the teacher is to bring the various notion terms to life, which is an important point in order to actually fill grammar with meaning. The notions can never be falsified and apply to the pedagogical grammar rules, as they cannot be de-verified by examples, are understandable for learners, are systematic, for example in the use of terminology and they do not contain any unnecessary information. (cf. Newby, Course Handout p. 20) In order to implement Notional

Grammar in class, teachers have to define their objectives as grammatical notions and remember that rules must explain single Notions of a form. (cf. Newby, Course Handout p. 23)

If you now really want to apply the C + C grammar approach in your lessons, then you should keep in mind that activities are developed according to the certain learning stages of students. Teachers need to choose the activities carefully from 'initial awareness and active manipulation of information and learning processes to full automaticity in language use'. (cf. O'Malley and Chamot, 1990: 217; In: Course Handout p. 30) While traditional grammar only differentiates between Presentation, Practice and Production, the C + C approach knows 4 cognitive learning stages, namely Awareness, Conceptualisation, Proceduralisation and Performance. The first stage involves pupils' notice and focus on new grammar, so that they are actually aware that they learn something new and will have to use different structures and formations to express themselves appropriately. Conceptualisation requires the students to understand a grammar rule and that they are able to make generalisations and build a hypothesis about the new grammar. In the proceduralisation stage, which links competence to performance, pupils are able to use grammar in 'scaffolded' exercises without a strong conscious focus on rules as their knowledge of the grammar chapter gradually becomes part of their knowledge. The last stage is known as performance stage, where learners usually have the chance to use grammar in real-life contexts and mainly focus on the message they want to transmit rather than checking on the rules. (Newby, Course Handout p. 33-35) All of the four stages enable the students to produce a correct output. Moreover, they can of course not only be seen as separate, but they interact with each other and most exercises might even fall within more than one learning stage.

You now certainly ask yourself the question 'What makes a good grammar exercise and what makes the activity suitable for the C + C grammar approach?'. Well, first of all you have to know that there is a set of criteria, which is known as *Pedagogical Principles* that you should consider when planning a grammar exercise, as these principles help to evaluate suitable C + C grammar activities. In general, one can say all support learning processes. The first one deals with depth of processing, which makes sure that the students are mentally active and involved in participation so that the grammar chapter becomes stored in their memory. The second one concerns schematisation and construction, where students should apply their existing knowledge within an exercise. Next is the commitment filter, which includes the students' emotional involvement and commitment to learning grammar. Raising curiosity or the drive for communication could be examples that support this criterion. The third pedagogical principle

is peer and social learning. This is an important factor, as interaction between learners and group work can really enhance learning. Finally, there is the difference between summative and formative exercises. The former is rather concerned with being able to use it for testing, whereas the latter has the aim of supporting the learning process. (Newby, Course Handout p. 39) In addition to the Pedagogical Principles there is a second set of communicative criteria, which is relevant for exercises that focus on communication. Authentic language, Contextualisation, Personalisation, Complex encoding, Authenticity of process, Interaction, Task-based and Integrated skills are all criteria that have to be considered in order to design an effective and successful grammar task.

I know that most people may be worried that C + C Grammar could be more time consuming and require more effort than traditional grammar teaching, but this is only partly true. You have to split up the various notions, which might need more time, but you have to keep in mind that with the help of the C+C grammar approach the tasks no longer appear abstract and rather more logical, as they are all filled with meaning. In the long run, the final results have greater effects for the students' life, as they can relate to what they learn, don't learn rules and definitions by heart and can more easily apply grammar in communication without having to constantly check on the rules.

I hope that some of my comments were convincing, so that you try to include at least some aspects of C + C Grammar in your lessons. I'm sure that this will be a great change, but also a very beneficial one for your students and your way of teaching grammar. Take a look at David Newby's *Grammar for Communication*, which provides you with clear exercises and explanations for each notion. Try it out and tell me how it goes and if you have any more questions about C + C Grammar, don't hesitate to write me!

All the best,
Angelika / Florian

2. Teaching Materials

In this section of our paper we prepared material for 3 individual lessons, included homework and based our testing activities on the topics and activities that are dealt with in class. We chose a lower intermediate level for our students and aim at their understanding of the simple present and present continuous with the focus on the notion of routines and activities. Our additional objectives were to teach and elicit the Present Simple in sentences, to present them with various verbs of every day activities and to complement daily routines with various adverbs of frequency. All the teaching materials also include our theoretical analysis, where we evaluate the chosen activity due to the different criteria of communicative grammar tasks.

2.1 First Lesson

Activity 1: What Do You Do ... ?

The teacher asks the students 2-3 questions, repeats the answers and makes sure to emphasize the Present Simple Tense that we use for talking about routines. In the answers, adverbs of frequency are already provided by the teacher to encourage the students to use them.

What Do You Do ... ?

- "When do you wake up?"
- "What do you do right after school?"
- "What do you do after dinner?"

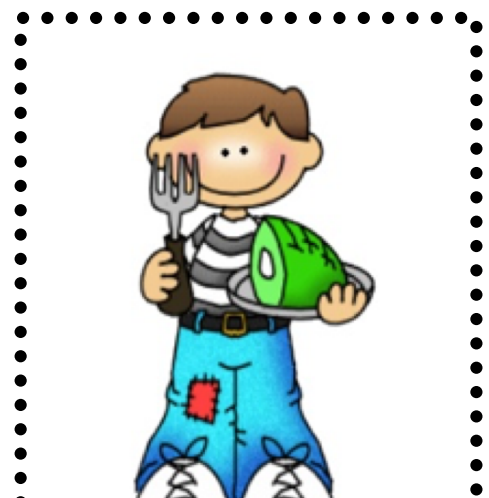


Task: In pairs you are now handed a flashcard with a picture on it. The teacher writes down a word he/she is looking for (e.g. take a shower) on the board and you should pin the matching card right next to the words and then try to form a sentence telling others what usually/frequently happens in (your) life.

Example:

After school I usually have dinner.

Every Monday I eat dinner at 1 p.m.





Grammar Checker	Theoretical analysis of Activity 1: What Do You Do..?
Learning Stage	This activity belongs to the Awareness Raising stage, as the pupils notice and focus on new grammar and are made curious about it when the teacher asks questions. Further, it can be seen as part of the Conceptualisation stage, as pupils might `understand` the grammar rule through repetition, but they are still unconscious about it.
Depth of processing & mental activity	There are several mental requirements of the learners: Students have to reflect on words that they have already heard and their brain should categorize them as things that happen in a certain routine. They should also unconsciously adapt the new grammar topic and slowly match the words with the grammar to form phrases.
Dual processing & authenticity of process	The task involves words and phrases that are used in everyday life. The students could need those sentences for their daily routines and therefore they are really authentic and embedded in a real-life context.
Personalisation	The activity definitely involves the step of personalisation, as the students are first asked questions about their own lives and later they can form sentences that are either imagined or true for themselves.
Commitment filter	The class is encouraged to think of their own personal routines and they should therefore really commit themselves to this new grammar chapter. Their drive for communication is also addressed in this activity.
Peer/ social learning & interaction	The introductory face includes questions that are directed at the whole class. In addition, the students can work in pairs to find out whether their card matches the word.
Teaching vs. Testing	All the routine words and phrases can not only be taught in class, but later they can also be really practical for a testing activity, where students have to use the present simple to write e.g. about their daily routine.
This exercise supports learning processes ...	★★★

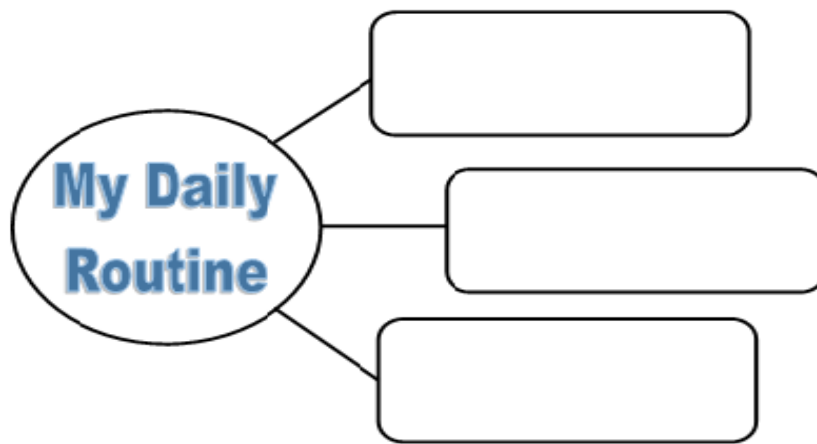
Activity 2: Routine Interview

Step 1:

Now that you know so many words on your own **take 1-2 minutes** and collect ideas about **what you usually do**:

- in the morning
- during the day (or maybe even on a particular day e.g. Every Sunday I ...)
- in the evening

...and write them down ☺



Step 2:

We will now form two circles: an inside circle and an outside circle, so there is always someone different in front of you.

Now, interview your partner: Ask him or her about his or her daily routine. Write down the answer. After that, you should sit down and you will be interviewed by your partner and give various answers.



- Try to give answers using **sometimes/seldom/usually/always/never/often/every day/every Monday/once a week**.

After you have collected 10 answers from your classmates, write down what you found out and be prepared to share your answers in class!

Example: *Peter always **brushes** his teeth in the morning.*
*Marie usually **eats** oranges in the evening.*
*Every Saturday Mike **goes** to his grandparents' house.*

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____
- 7) _____
- 8) _____
- 9) _____
- 10) _____

Grammar Checker	Theoretical analysis of Activity 2: Routine Interview
Learning Stage	Awareness raising: Students are introduced to a new grammatical principle. Conceptualization: Regarding the 2 nd activity, the scaffolded conditions of the task encourage hypothesis building of how to talk about routines.
Depth of processing & mental activity	High brain activity: students have to reflect upon their own routines, plus they have formulate proper sentence using the information of their peers.
Dual processing & authenticity of process	This activity draws on circumstances of real life situations: Reporting about your daily activities, exchanging information with others.
Personalisation	The exercise is highly personal, since students are required to incorporate real personal information about themselves. Furthermore,

	they receive genuine information from other people they know in real life.
Commitment filter	The participation threshold in this activity is really low: Every student at this stage should be able to participate in the exercise. Additionally, the interview task combined with the circulating movement adds a playful style of exercise.
Peer/ social learning & interaction	The activity involves a maximum of peer interaction: several dialogues with other peers as well as learning about their routines.
Testing vs. Teaching	The activity at hand can be really useful for testing. However, as there is a lot of interaction between students involved it can also be fun to adapt it to a teaching exercise.
This exercise supports learning processes ...	★ ★ ★

Activity 3: A day in the Life of Zac Efron

Step 1) Complete the questions at the bottom of the page to find out the missing information.

Step 2) Complete the empty spaces with the help of a partner! 😊



Text A

What you have to do:

Use the information from the text to complete Part 1 first. Read Zac Efron's text and ignore the gaps for now – because you need to complete the questions of Part 1 first.

Once you completed Part 1, find a partner with Text B. Now, ask your partner the questions from Part 1 to find answers for the gaps of Part 2.

Part 2

Hi!

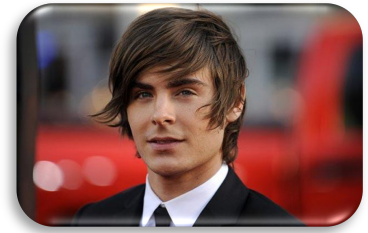
My name is Zac Efron and I am from the US. I have been in many movies, for example "Highschool Musical" or "17 again". When I have to act in a film in the US, I have to go to the studio from Monday to Friday every week. I get up at 1)..... and have breakfast at nine o'clock. I usually have 2) and orange juice. In the morning, 3) I always and watch the cartoons on the TV. I go to 4)at about half past ten and then I have to act in front of the camera until three o'clock in the afternoon. Then I 5)..... with other actors. In the afternoon, I have piano lessons and around 6 o'clock I usually call my friends on the phone. 6), I drive home to my family where I have dinner with them. I am usually very tired in the evening and go to bed very early, but sometimes I also watch TV or play computer games.

Part 1

1. What time _____ _____ _____ _____ ?
2. What _____ _____ _____ for breakfast?
3. What _____ _____ _____ in the morning?
4. Where _____ _____ _____ ?
5. What _____ _____ _____ with other actors?
6. When _____ _____ _____ home?

1) Complete the questions at the bottom of the page to find out the missing information.

2) Fill in the empty spaces! 😊



Text B

What you have to do:

Use the information from the text to complete **Part 1** first. Read Zac Efron's text and ignore the gaps for now – because you need to complete the questions of **Part 1** first.

Once you completed **Part 1**, find a partner with **Text A**. Now, ask your partner the questions from **Part 1** to find answers for the gaps of **Part 2**.

Part 2

Hi!

My name is Zac Efron and I am from the US. I have been in many movies, for example "Highschool Musical" and "17 again". When I have to act in a film in the US, I have to go to the studio from Monday to Friday every week. I get up at eight and have breakfast at 1) I usually have ham and eggs and 2)..... In the morning, I always read the newspaper and watch 3)..... on the TV. I go to the studio at about half past ten and then I have to act in front of the camera 4) in the afternoon. Then I have lunch with other actors. In the afternoon, I 5) and around 6 o'clock I call my friends on the phone. In the evening, I drive 6).....where I have dinner with them. I am usually very tired in the evening and go to bed very early, but sometimes I also watch TV or play computer games.

Part 1

1. What time _____ breakfast?
2. What _____ for breakfast ?
3. What _____ on TV?
4. How long _____ to act
5. What _____ in the studio?
6. Where _____ in the evening ?

Instructions for the Teacher:

In this teaching activity, students complete a text about the daily routine of a movie star by asking and answering present simple questions.

- Preparation: Before class, make one copy of the two worksheets for each pair of students.

Procedure

Step 1:

- Give a copy of Text A to every other student and a copy of Text B to each student in Group B.
- On their own the students write down the questions they need to complete the gaps on their worksheet.
- When they have finished, check the questions with them.

Step 2:

- Next, pair students A and B together.
- You might also sit the students back to back, so they can't look at each other's worksheet.
- The students ask their partner the questions they have prepared and fill in the gaps on their worksheet.
- When the students have asked all their questions, they check their answers and spelling.

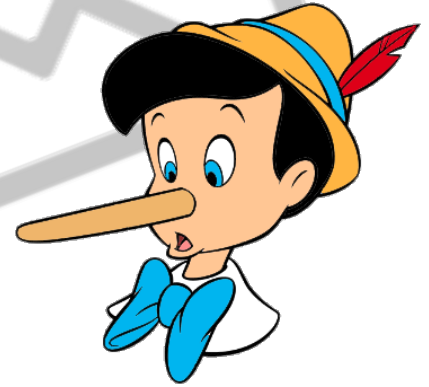
Grammar Checker	Theoretical analysis of Activity 3: A Day in the Life of Zac Efron
Learning Stage	Conceptualization/hypothesis building: Students now understand the grammar rule and are encouraged to try out the new grammatical notion of routine within a guided context. It also involves the stage of Proceduralisation, as they use the grammar without a strong conscious focus on rules.
Depth of processing & mental activity	The students have to pay attention on using the right structure in order to complete the task. It is necessary to make proper use of the newly acquired knowledge. They are required to read and understand the text and apply the knowledge of the present simple in order to form correct questions, which involves a high depth of processing and mental activity.
Dual processing & authenticity of process	Regarding authenticity, Zac Efron truly is a movie star and a US native. He is a real life person and usually well known among teenagers/young people. For teaching purposes, the profile of his daily routine has been transformed, in order to create to a purposeful exercise.
Personalisation	This unit might not be highly personalized, but proves to be very useful for exercising the notion of routine. Learners might relate the movie stars routine to their own, which could be seen as a step to personalisation.
Commitment filter	The fact that the whole class is divided into two large groups makes way for participation: everybody can share their knowledge and together the students come up with ideas.
Peer/ social learning & interaction	Even though the students first work by themselves to read through the text and form the questions there is also a lot of interaction going on, as they then go together in pairs with students that had the other text to finalize the task.
Testing vs. Teaching	“A Day in the Life of..” can be easily used as a testing activity that is easy to mark for the teacher as well.
This exercise supports learning processes ...	★ ★ ★

Homework 1: Letter to a pen friend – Liar, Liar, Pants on Fire!

Your new pen friend from England wants to know more about your typical weekends. Write him a special letter or e-mail about what you usually do on a weekend, but make sure to include three lies in your letter. Give your best to make your lies as believable as possible, because I will try to find them!

Try to include phrases such as...:

- At weekends I always go to ...
- I sometimes/never/often ...
- When I'm bored I frequently like to ...
- I usually enjoy to ...



Dear

Yours,

.....

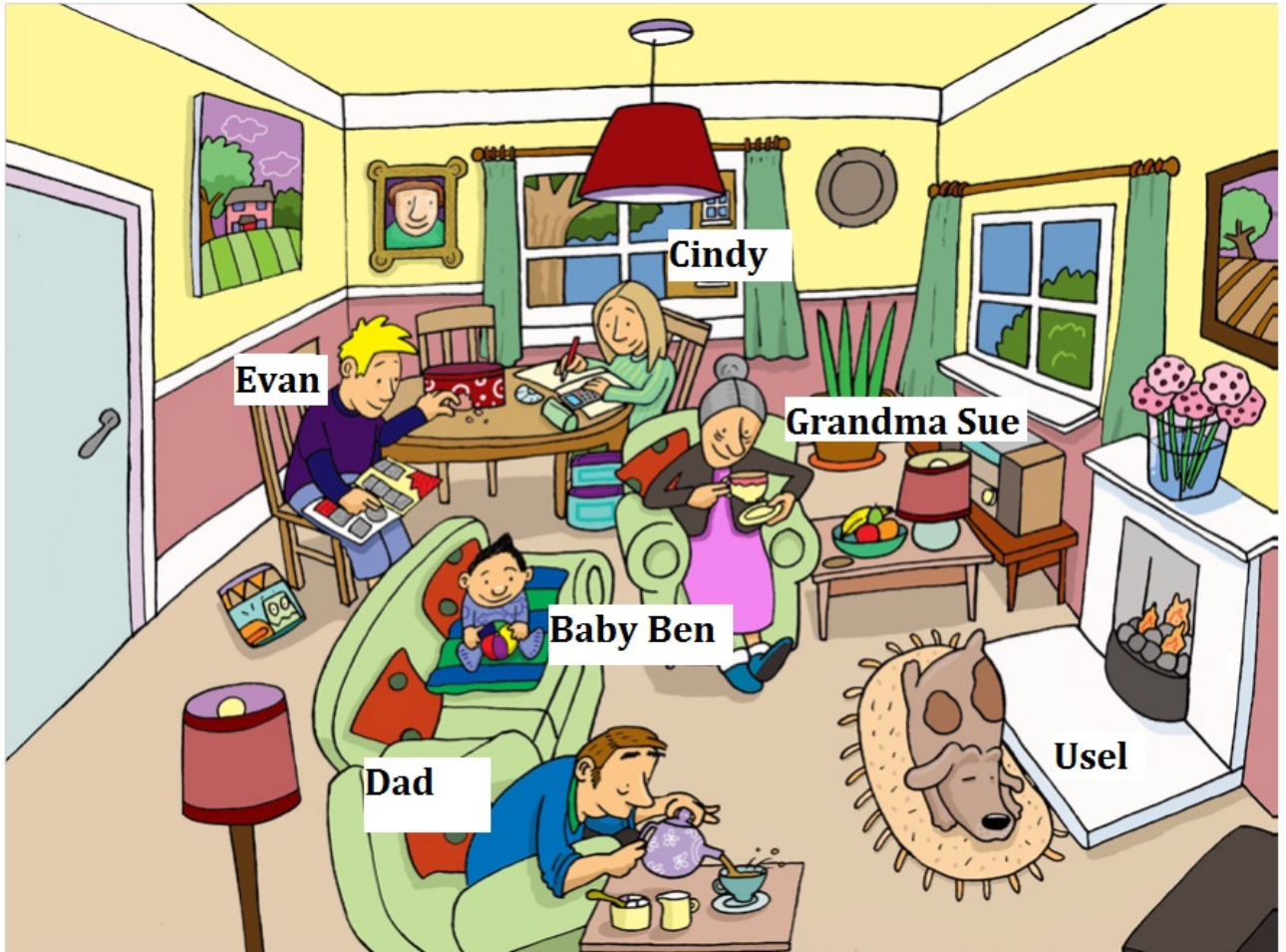
Grammar Checker	Theoretical analysis of Homework 1: Letter to a pen friend
Learning Stage	Performance in a real time context: Writing a letter or an e-mail is a good exercise in order to analyse how the students incorporate the new grammatical principle.
Depth of processing & mental activity	By writing a letter/e-mail, the students reflect upon their typical routine of a weekend. Additionally, they have to invent several lies, which in turn encourages creative thinking.
Dual processing & authenticity of process	Letters and e-mails are highly common in the business world and in everyday life, which makes the task really authentic.
Personalisation	The letter or email is very personal, as students provide personal information about themselves in a meaningful activity.
Commitment filter	The fact, that there are lies included in the letter might prove very tempting for some students, who are otherwise not very much interested in writing. Generally, the difficulty of the task is not very high and students can basically write what they want to.
Peer/ social learning & interaction	Since the homework is usually done at home, the students will write the letter on their own. Nevertheless, they can also contact friends or their family for fun ideas.
Teaching vs. Testing	This homework is a written task, which can also be included in a test.
This exercise supports learning processes ...	★★★

2.2 Second Lesson

Activity 1: Picture Perfect

Andy just took a picture with his new camera:

What are the people on the picture doing right now?



Example: (At the moment) Usel is **sleeping** in front of the fire.

Evan is _____

If Andy took a photo of you, what would he see?

Right now I am _____



Discovery Task:

Looking back at this activity the verbs you used are in the present progressive.

Can you guess why? How did you form your sentences? Try to find a rule for the use of present progressive. Compare it with the present simple that we used in last session!

Grammar Checker	Theoretical analysis of Activity 1: Picture Perfect
Learning Stage	Awareness raising: The students are introduced to a new notion of describing present activities. They are made curious and have to find their own rule for the use of present progressive.
Depth of processing & mental activity	First of all the learners have to scan the picture and find out about what the people are doing and decide on the words and phrases that they may use. Secondly, they are encouraged to describe said activities using a certain pattern (the new notion).
Dual processing & authenticity of process	The activities in display feature a realistic context (a family in a living room) and content that is similar to the real life: A grandmother drinking tea, a pet sleeping, etc. Learners should be able to (at least partly) identify with the task.
Personalisation	Not entirely personalized, but parts of the task are clearly addressing the learners personally. They are also required to tell what they are doing right now and think of their own actions.
Commitment filter	The harmless structure and inviting nature of the task should suffice to motivate the learners to accomplish the task and activate their commitment filter.
Peer/ social learning & interaction	Low peer interaction, but the learners are intended to work and try to solve the task on their own.
Testing vs. Teaching	We included this activity into the test as well, as we thought that it was really doable and a task where the students could apply all their knowledge.

This exercise supports learning processes ...	★ ★ ★
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Activity 2: What's Going On?



Can you tell what is happening/not happening? Describe what the people are doing.

The words in the box will help you.

- ✓ After you finished, compare your answers with a partner.

~~have shower~~ – not do anything – freeze - study – drive
play drums - sweat - hurt – cut – finish work



1. I can't open the door right now, *I'm having a shower.*
2. Ouch, let go of my hair! You.....!
3. I'll be there in a minute. I (just).....
4. You can't have Peter's scissor. He.....
5. Could you please be quiet? I.....
6. Hey, I can help you with your gardening if you want.
I.....
7. Anna must be really exhausted! She.....
8. Do you hear that noise? My brother.....
9. It is so cold outside, please let me in. I.....
10. Look at me on my new bike! I.....

➤ Now you are required to come up with some ideas. Describe and imagine what people are doing.

1. I hear a noise outside. The pupils.....
2. Be quiet!
3. I need to talk to your mom. You can't, she.....
4. The sun is shining. All the people
5. My sister is in the garden. She

Grammar Checker	Theoretical analysis of Activity 2: What's Going On?
Learning Stage	Conceptualization, hypothesis building: The learners are now aware of the new notion and are encouraged to apply their new rule in the task.
Depth of processing & mental activity	In this task, the guiding is more decreased than in the preceding one, so the learners have to focus even more on completing the task correctly.
Dual processing & authenticity of process	Although not entirely authentic, the examples are more or less adapted from real life situations and can therefore occur in reality.
Personalisation	The task is not really personalized, as the students give answers that are provided. In the second part, however, they can use their imagination and draw on real-life experiences in order to complete the sentences.
Commitment filter	The learners should be curious to find the correct answers and commit themselves to the task. It might be a little more demanding but should be achievable by the class.
Peer/ social learning & interaction	The students can also work in pairs to do this activity, but it is usually thought to be done on their own. Therefore, there is not so much social interaction during this activity.
Testing vs. Teaching	This is another task, which could be adapted for testing. It shows whether the student understood the difference between general routine and activity.
This exercise supports learning processes ...	★ ★ ★

Activity 3: Guess What!



You are cooking	You are skiing
You are jumping	You are watching TV
You are eating pizza	You are swimming
You are running	You are styling your hair
You are getting dressed	You are playing golf
You are writing homework	You are playing the guitar
You are playing tennis	You are crying
You are cutting wood	You are driving a motorcycle
You are taking a photograph	You are carrying a package

Instructions - What You Have To Do:

Get together in two teams. We throw a coin to see which team starts. The starting team chooses one of their team members to do the first mime.

The ‘chosen one’ now takes one of the cards, steps in front of the class and asks “**What am I doing?**” and starts to do the mime on the card.

Both teams can guess the correct mime and get a point, but only if the correct form is used ‘**You are verb+ing...**’.

The team with the most points wins!

Note for the teacher: Before starting the game, do a test round and tell the students to watch you as you perform a simple mime. Encourage them to answer in the correct way (You are verb+ing). Make clear that they have to call out exactly what is written on the card.

Grammar Checker	Theoretical analysis of Activity 3: Guess What!
Learning Stage	Proceduralization in scaffolded conditions: Pupils need to understand the grammar role, but they are now finally able to use grammar in this exercise without focusing too much on it. They also make generalisations about grammar, as they actually see their peers performing an activity that is happening at the very moment.
Depth of processing & mental activity	The students are attentive during the task, because they mainly want to win the game. However, they must also think of the correct grammatical structure of their answers in order to achieve a point.

Dual processing & authenticity of process	The activities which the students have to mime and guess are all from their real life topic pool i.e. the students should all have heard, seen or read about them, or performed them themselves.
Personalisation	Most of these activities are done by the students themselves, so they naturally have a personal connection with them. They also happen in everyday life and the students could therefore see them as valuable.
Commitment filter	This fun and entertaining task is inviting the students to effectively participate and commit themselves to the task.
Peer/ social learning & interaction	High interaction, group work and encourages team spirit.
Testing vs. Teaching	This task can rather be considered as a teaching task, as it is not really possible to include the miming part in a test.
This exercise supports learning processes ...	★ ★ ★

Homework 2: Secret Agent



You are a secret agent and have a dangerous special mission: Try to take 5 photos of your family and describe what they are doing at the moment in one sentence for each photograph.

Example: Mom is currently doing the washing up.

My sister is phoning her boyfriend.

Alternative (Suggestion by Prof. Pölzleitner):

Imagine: You are a secret agent and have a dangerous mission! Go on the website: <http://www.goandroam.com/webcams/uk/london/> and observe what is happening in London

right now. What are people doing at the moment? Try to take screenshots and write down 5 sentences that describe what people in London are doing.

Example: It is now 9 a.m. One of the red busses is driving across Tower Bridge.

Grammar Checker	Theoretical analysis of Homework 2: Secret Agent
Learning Stage	Performance in a real life context: Students are intended to describe actions of their family members as they happen in their real life.
Depth of processing & mental activity	The learners have to make use of the new notion and grammatical structure to complete the homework correctly.
Dual processing & authenticity of process	Very authentic: Parents are part of their lives and they have to describe their activities.
Personalisation	The activity is highly personalized, as the students can take pictures of their own life and things that they find particularly interesting.
Commitment filter	Since the homework has a very funny nature with a twist, students will most likely have fun doing this homework and will willingly write it.
Peer/ social learning & interaction	Social interaction insofar, that they have to interact with their family members.
Testing vs. Teaching	This activity is similar to Activity 1 from lesson 2, which we decided to include as a testing activity. The task has to be adapted, but it will not be possible to make it as personal for the students.
This exercise supports learning processes ...	★ ★ ★

2.3 Third Lesson

Activity 1: Around the World - Cultural Norms and Activities

Step 1: At the moment we are all sitting in this classroom and having an English lesson at school. What do you think are other people around the world possibly doing right now? Look at the pictures and write sentences!

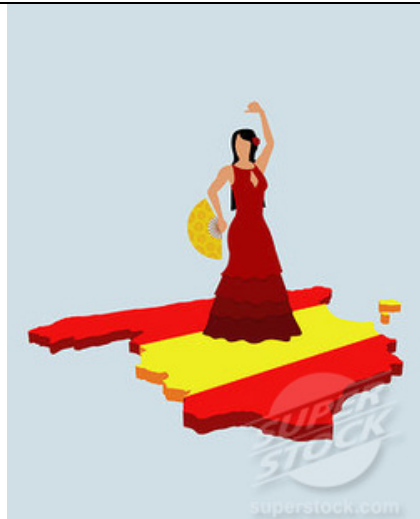
Example: British people are probably talking about the queen right now.



Italian - make pizza



British - drink tea



Spanish - dance Flamenco



Mexican - have fiesta



Step 2: Now let's have a look at the real World Clock and various time zones to find out what they could really be doing. On your create at least 3 example sentences and then share them with your partner.

Source: <http://www.timeanddate.com/worldclock/>

Example:

People in Tokyo are probably going to bed right now.

People in Honolulu are sleeping at the moment.

In Budapest students are probably also studying in school.

Step 3: Of course there are also **Cultural Norms and Routines**: This is your chance to share knowledge of your own culture. Take 3 minutes to make notes and finish this sentence:

People in my country usually/ typically/ often/ never/ rarely/ ...

Example: People in Austria usually go to church on Sundays.

People in Austria rarely wear `Lederhosen`.

<p>Grammar Checker</p>	<p>Theoretical analysis of Activity 1: Around the World</p>
<p>Learning Stage</p>	<p>The task belongs to the Proceduralisation stage as pupils use the grammar in `scaffolded` exercises without a strong conscious focus on the rules. They already need to understand the rule of routines and activities to distinguish between Step 1/2 and Step 3.</p>

	Performance in a real life context: Students are able to use the grammar in open contexts where they have to think about different time zones and focus on the overall message they want to tell.
Depth of processing & mental activity	The activity includes a high depth of processing, as students have to differentiate between routines and activities, without being explicitly told to use the present simple or progressive.
Dual processing & authenticity of process	The tasks are generally authentic, as stereotypes and the world clock are used in everyday life. Learners also get to draw a real connection when they have to use the present progressive in order to compare the different time zones.
Personalisation	The activity lacks personalisation, as only step 3 involves the students own culture.
Commitment filter	The tasks are very authentic and make the students curious to come up with their own ideas. This is why they should really be committed to learning grammar in this exercise.
Peer/ social learning & interaction	Students are required to do some work in pairs. Other than that there is not much social interaction, as the whole class has to come up with answers.
Teaching vs. Testing	It is of course fun to use this exercise in class, as the “World Clock” and various time zones make it more authentic. However, one can also use it as a testing activity and include maps or a globe and various clocks that show the time.
This exercise supports learning processes ...	★ ★ ★

Activity 2: General Routine or Present Activity?

It is now your choice: **General routine or present activity?** Add the verb in the correct form.

Use the verbs in the brackets.

source: Newby page 55; 110



1. a. Sarah *gets up* at five o'clock. (get up)
b. I think Sarah I can hear her upstairs. (get up)
2. a. Mike his breakfast but he's nearly finished. (have)
b. Mike his breakfast on the school bus. He says he never has time for it at home! (have)
3. a. None of my family glasses. We all have perfect eyesight. (wear)
b. Hey! Keith his new sunglasses. He looks like a film star! (wear)
4. a. Why (you) ? - I don't know. I started when I was 15 and I can't stop. (smoke)
b. Why (you)? - Because I'm nervous! (smoke)
5. a. Why (you) a suit? - Because it's Sunday. (wear)
b. (you) ever a suit? - Only on Sundays. (wear)

.....

Discovery Task:

Looking back at this activity how did you know which form you had to choose?

Together with a partner try to find a hypothesis!



Grammar Checker	Theoretical analysis of Activity 2: General Routine or Present Activity?
Learning Stage	This activity is not only part of the awareness raising stage, as it shows the students one by one the difference between general routine or present activity, but it is also part of the Conceptualisation stage as pupils should finally understand the grammar rules and internalise them. Finally they are also required to build a hypothesis and to write it down in their own words.
Depth of processing & mental activity	The task involves a certain amount of mental processing, as the students have to use all their knowledge from the previous lessons and finally differentiate between the two notions.
Dual processing & authenticity of process	The task definitely lacks authenticity and can rather be considered as a fill-in exercise. Yet, it demonstrates the difference with vivid examples that the students easily can remember.
Personalisation	The activity also lacks personalisation. Nevertheless, the students can benefit from the direct comparison of examples.
Commitment filter	Some students enjoy tasks where they can quietly work on their own. They should be motivated to finally resolve the problem of differentiating between the two notions and the activity should leave them with an `AHA!` effect.
Peer/ social learning & interaction	The task is designed for students to work on their own and really concentrate on the difference between both notions. However, they can communicate with each other in order to find a hypothesis and discuss the problem at hand.
Testing vs. Teaching	Even though this exercise might not be the most fun to be dealt with in class, it really gives a good contrast between notions and would make a great testing task.
This exercise supports learning processes ...	★ ★

(Activity 3: What a lovely holiday!)

Might be too difficult – for alternative see below on page 35

Task 1:

Take a look at these post cards. What do you notice? *Tip: Watch the Tense closely!*

Tarragona, 29th June


Dear Emily,

Today I am visiting Tarragona with my mum and my dad. David, my brother, is not with us today because he is in a summer camp in Girona. He is having a very good time there with his new friends.

Tarragona is a wonderful city with lots of Roman monuments. The beach is fantastic. Tomorrow we are going to Port Aventura. Last year I went to Port Aventura too and it was GREAT!

Come and visit us soon!

Love,
Pilar xxx



To: _____
Emily Wilson
14, Portobello Road
London, 30S 6WN

Dear Daniela, ¶
¶
We are having the time of our lives here in Spain! The sun is shining every day and the food here is simply delicious. ¶
¶
Me and my brother Patrick are playing a lot of football in the morning. I am really enjoying Teneriffa. By the way, the book that I am reading also takes place in Teneriffa, that is so funny. ¶
Hugs and kisses, ¶
¶
Vanessa ¶

Place Stamp Here

Can you try to find your rule for writing postcards?

My rule: _____

Task 2:

Imagine you are on your perfect holiday and think about all the things that you do.

Use your ideas to write a postcard to your best friend and describe what you do when you are on holiday. Try to write at least 8 sentences.



Dear Julian,

My holiday is simply the best. I am eating ice cream every single day, can you imagine? I am really enjoying the crystal clear water here in Rijeka. I...



Grammar Checker	Theoretical analysis of Activity 3: What a lovely holiday!
Learning Stage	Awareness raising / Hypothesis building: This activity is designed to introduce the learners to the exceptional nature of Present routines.
Depth of processing & mental activity	The students have to be aware of the situation they are in when writing the postcard. This activity should guide them towards making use of the notions of present routines.
Dual processing & authenticity of process	Although a dying breed, postcards are still very popular throughout families of various social classes. The great majority of the learners should have come in contact with postcards.
Personalisation	Highly personal because the learners can provide all the information they want without restrictions. They can individually describe their very own perfect holiday.
Commitment filter	The task is quite inviting, because it is an open activity which can be shaped according to the desires of the participants.
Peer/ social learning & interaction	Since every student is required to write their own postcard to a friend of theirs, it becomes useful for the real life as well.
Testing vs. Teaching	Students really need help and guidance for this task, as it is a bit more tricky to come up with a rule and find the differences between the notions. Therefore, it first needs to be introduced as a teaching task. When the students understand the concept, it can also be adapted as a testing activity.
This exercise supports learning processes ...	★★★

Alternative Activity 3: At The Party!

At the end of today's lesson let's all have a big party! Let's imagine that we are all at a party and you are meeting new people.

How it works:

- For that activity we now have to divide the class into groups of four.
- Each student in your group gets an individual role card and you have to imagine that you are that person right now.
- Within the group students have to talk to each other and ask each other about: Name, Hometown, Job, Favourite Drink/Dish, What the person is drinking/eating at the party, What the person is wearing, Why they are at the party
- The person asking the question has to take notes and writes down key words.
- At the end the the whole class will have to report back to me whom you have met and what you can remember about them!

Student A

Name: Akiko

Hometown: Tokyo

Job: Teacher

Hobbies: Photography, Badminton

Favorite Drink: Ice Tea

Favorite Dish: Sushi

Drinking at the Party: Coke

Wearing at the Party: Long black dress - sleeveless

Why/at the party: make friends

Student B

Name: David

Hometown: Manchester

Job: Engineer

Hobbies: Painting, Football

Favorite Drink: Cappuccino

Favorite Dish: Fish and chips

Drinking at the Party: Cocktails

Wearing at the Party: Armani shoes and blue tuxedo

Why/at the party: to network

Student C

Name: Kim

Hometown: Barcelona

Job: Designer

Hobbies: Clubbing

Favorite Drink/Drinking at the party: Ice Tea

Favorite Dish: Tortillas

Eating at the Party: Chips

Wearing at the Party: Red high heels and white dress

Why/at the party: likes to dance

Student D

Name: Peter

Hometown: Moscow

Job: Manager

Hobbies: Travelling

Favorite Drink: Sprite

Favorite Dish/Eating at the Party: Pizza

Drinking at the Party: Alcohol free drinks

Wearing at the Party: Jeans and black shirt

Why/at the party: friend's birthday

Grammar Checker	Theoretical analysis of activity 3
Learning Stage	Proceduralization: The students make use of the notion of routine to ask questions and give the right answers.
Depth of processing & mental activity	The students have to think about using the right grammatical structure within the task. There are is not much information given, so the students must think about proper questions themselves.
Dual processing & authenticity of process	The activity is not totally authentic, because the information that is provided is not from the real world, but fictitious. Nevertheless it allows the students to practice asking questions and differentiate between present simple and progressive which is something that they need in everyday conversations as well.
Personalisation	Not highly personalized, but students have to think about meaningful questions
Commitment filter	This fun activity invites students to participate. Students will not be afraid to participate and it is a good way for a final exercise before finishing the lesson.
Peer/ social learning & interaction	The activity offers a great amount of interaction, since all students interact with each other. Listening and writing skills are both demanded.
This exercise supports learning processes ...	★ ★ ★

Homework 3: The Chatroom Activity

Your task is to log into the chat room all at the same time at 5 p.m. today and write about the things that are happening around you (what are you doing, what your pet/father/mother is doing, etc) and what you are doing at the moment. I will also be there, chatting with you. Try to write approximately 7 statements

Example: My dad is washing the car.

I am sitting at my desk right now.



Attention: Use appropriate language (no swear words, no insults) and write in entire sentences.

Here is the link to the chat room: https://chatstep.com/#homework_chat

The password is: **grammar**



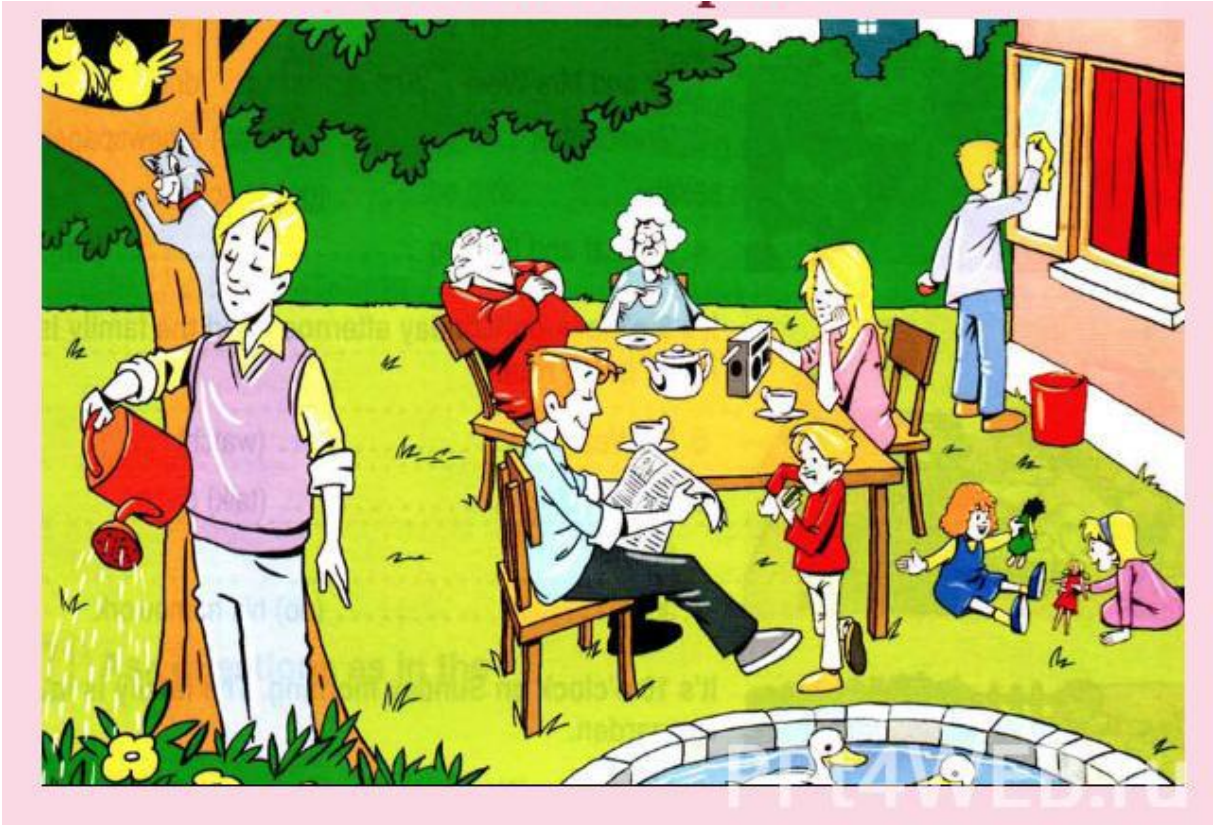
Grammar Checker	Theoretical analysis of Homework 3: The Chatroom Activity
Learning Stage	Performance in real time context: The students have to utilize their knowledge of the notion of activities and produce proper sentences in order to fulfil the goal of the homework. Even though it is not an in-class activity the students use their knowledge and understanding of the grammar they were taught in school so that they can communicate with each other.

Depth of processing & mental activity	Firstly, the students have to gather ideas about what is happening in their immediate surroundings. Secondly, they must then think about the correct grammatical structure in order to formulate proper sentences according to the task. Therefore one can say that there is a certain amount of mental activity involved that connects the rules with the process of applying grammar.
Dual processing & authenticity of process	The homework is highly authentic, as it most likely takes place in their homes and more importantly they are required to report about their personal situation.
Personalisation	Very personal, because it includes mainly reports about activities of their family members, as well as their personal activities.
Commitment filter	The homework is highly inviting and interactive. Every student can participate and contribute to the chat. Since they are at home, there is no pressure regarding a lack of time, so the learners can shape their sentences in peace, before putting them online.
Peer/ social learning & interaction	The whole idea of the chat room revolves about mutual interaction within a private setting. The advice to use proper netiquette is also an introduction of how to properly behave when interacting with others online.
Testing vs. Teaching	This activity is mainly a mixture between a teaching and a testing task, as it is not explicitly taught in school, but rather the pupils have to apply their knowledge in real-life contexts at home.
This exercise supports learning processes ...	★ ★ ★

2.4 Testing Activity

Testing Activity 1: In Our Garden

You are in the garden with your family. Write 8 sentences and tell what they are doing:



- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____
- 7) _____
- 8) _____

Testing Activity 2: 10 Perfect Holiday Statements

You work for a newspaper and your boss asked you to come up with 10 tips and ideas that make up the perfect holiday for you. Choose things that you usually/always/often do when you are on holiday and write about how your perfect holiday looks like.

Write at least 10 statements down for your boss.

Example:

When I am on holiday, I always look for famous sights.

The best thing is that I sunbathe every day and eat fresh pasta or seafood.

I...

Testing Activity 3: Famous Blogger – We want to know what you are doing!

You are a famous blogger from Austria and your followers want to know what you are doing at the moment! Write 5 short little tweets to your subscribers that describe what you are doing at the moment.

Example:

Right now I am boarding the train as I am flying to Italy!

The sun is shining I am having breakfast outside!



3. Final Comment

Overall, the course really helped us to evaluate grammar activities and showed us how to create our own effective tasks according to the theory of C + C Grammar. It was quite tricky to decide on learning tasks that would match the different learning stages and organize them in order to hold a suitable lesson. Coming up with appropriate tasks required a good amount of communication between the both of us, but proper agreements and cooperation are necessary to develop the right tasks while making them meaningful as well. The use of the grammar checker really helped to separate the chaff from the wheat and proved to be a helpful guide in establishing the activities and homework for our paper. *Grammar for communication*, as well as the handout for the course Communicative Grammar gave us theoretical advice, when it was necessary. Personally speaking, in the course of writing this paper, we genuinely profited from dealing with a particular notion as we consequently focused on all the necessary aspects which make a meaningful and useful activity. Using all the theoretical approaches of which we learned during this semester's course, was a genuinely enriching experience and gave us the opportunity for practical approaches, which in turn will be useful in our future as English teachers.

4. Sources

Essay:

Pölzleitner, Elisabeth (2015). *Communicative Grammar Course Handout*. Graz.

Tasks and Activities:

First Lesson

Activity 1: What Do You Do ... ?

Flashcards: <http://busyteacher.org/7772-daily-routines-flashcards.html> Online. [15.1.2016]

Activity 2: Routine Interview

Magnifying Glass: <http://www.clker.com/clipart-43209.html> Online. [15.1.2016]

Activity 3: A day in the Life of Zac Efron

Task adapted from:

<http://www.teach-this.com/images/resources/a-day-in-the-life-of-a-football-player.pdf> Online.
[15.01.2016]

Homework 1: Letter to a pen friend – Liar, Liar, Pants on Fire!

Pinocchio: <http://www.disneyclips.com/imagesnewb/pinocchio5.html> Online. [15.1.2016]

Second Lesson

Activity 1: Picture Perfect

Picture: <http://myenglishclass.altervista.org/category/present-simplepresent-continuous/>
Online. [15.1.2016]

Boy with Camera: <http://de.clipart.me/free-vector/camera> Online. [15.1.2016]

Activity 2: What's Going On?

see Newby page 53; 106

Newby, David (1992/1993). *Grammar for Communication- Exercises and Creative Activities*.
Wien: ÖBV

Activity 3: Guess What!

Task adapted from: <http://www.teach-this.com/images/resources/guess-what-i-am-doing.pdf#>
Online. [16.01.2016]

Third Lesson

Activity 1: Around the World - Cultural Norms and Activities

Task adapted from: <http://busyteacher.org/12419-how-to-teach-simple-present-7-great-activities.html> Online. [16.01.2016]

Italian: <http://cliparts.co/italian-chef-pictures> Online. [16.01.2016]

Spanish: <http://cintascorner.weebly.com/cintas-magic-box/how-to-piss-off-a-spaniard> Online.
[16.01.2016]

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World Clock: <http://www.timeanddate.com/worldclock/> Online. [16.01.2016]

Activity 2: General Routine or Present Activity?

see Newby page 55; 110

Newby, David (1992/1993). *Grammar for Communication- Exercises and Creative Activities*.
Wien: ÖBV

Alternative Activity 3: At The Party!

Task adapted from: <http://www.teach-this.com/images/resources/at-the-party.pdf> Online.
[16.02.2016]

Testing Activity

Testing Activity 1: In Our Garden

Garden Picture: <http://ppt4web.ru/anglijskijj-jazyk/te-present-continuous-tense0.html> Online.
[16.01.2016]