

FD PS 2 – SS 2012

'Would you tell me, please, which way I ought to go from here?'
'That depends a good deal on where you want to get to,' said the Cat.
'I don't much care where -' said Alice.
'Then it doesn't matter which way you go,' said the Cat.
'- so long as I get *somewhere*,' Alice added as an explanation.
'On, you're sure to do that,' said the Cat, 'if you only walk long enough.'



Communicative Grammar

- David Newby



Teach him to think for himself?
Oh, my god, teach him rather to
think like other people!

Aims of the Proseminar:

- To develop the ability to analyse, adapt and create grammar exercises and activities which will facilitate the learning of grammar.
- This will require a good theoretical understanding of what grammar is and how grammar is best acquired.

Introduction to the Course

In this Proseminar we shall be considering how learners learn grammar and how teachers might facilitate learning through pedagogy – grammar materials and activities. I shall do this from the theoretical perspective of what I term 'Cognitive+Communicative Grammar'. It is the overall goal of our seminar that you will feel that you have a greater understanding of how grammar is learnt and how it can be taught. In other words, it is important that the theory we shall discuss leads to principles and insights which will have direct relevance for the classroom. To this end, we shall be analysing a number of grammar activities and considering how they support learning. you will also develop the skill of adapting or creating your own grammar materials.

The **theory** underlying this approach can be found in:

Newby (2003) *A Cognitive+Communicative theory of pedagogical grammar*. (Graz University: Habilitationsschrift)

Three **articles** about grammar which will explain the theory of C+C Grammar can be downloaded from the Anglistik Fachdidaktik Home Page: <http://www.uni-graz.at/anql3www/> or from your Moodle page.

Newby, D. (2000) "Pedagogical Grammar". In: M. Byram, ed. *Encyclopedia of Language Teaching and Learning*. New York: Routledge.

- This provides a short overview of issues relating to pedagogical grammar.

Newby, D. (1998) "Theory and Practice in Communicative Grammar". In: R. de Beaugrande, M. Grosman, and B. Seidlhofer, eds. *Language Policy and Language Education in Emerging Nations. Series: Advances in Discourse Processes Vol. LXIII*. Stamford: Ablex Publishing Corporation.151-164.

- This explains, in particular, my **notional** approach to grammar

Newby, D. (2008) "Pedagogical Grammar: A Cognitive+Communicative Approach". In: W. Delanoy and L. Volkman (Eds.) *Future Perspectives for English Language Teaching*. Heidelberg: Universitätsverlag Winter, 29-44

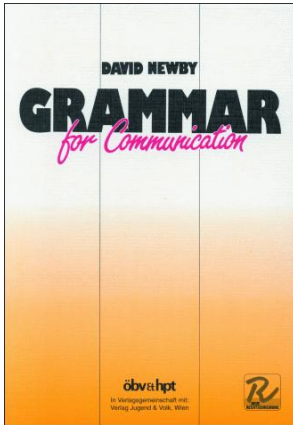
- This outlines both cognitive and communicative aspects

Photocopiable versions of the grammar activities we shall try out and analyse in class can be found in the file in my Handapparat in the Anglistik library.

Books used in PS 2

The theories discussed in class have been implemented in my **reference grammar book**, which is approved for use in Austrian schools:

- Newby, D. (1989) **Grammar for Communication**. Vienna: Österreichischer Bundesverlag



You will need to use this book during the course and are recommended to buy a copy. You are advised to buy a copy – it will also be useful to you in your teaching career. Copies are available in the University library.

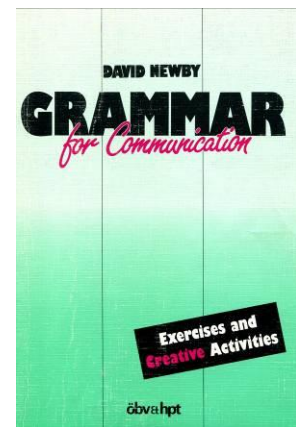
Many of the **grammar activities** we shall try out and analyse in class are taken from the accompanying practice book:

- Newby, D. (1992) **Grammar for Communication – Exercises and Creative Activities**. Vienna: ÖBV

You will find it useful to have a copy of this book.

Other examples are taken from my school textbook, approved for the AHS Unterstufe and HS:

Heindler, D., Huber, R. Kuebel, G., Newby, D., Schuch, A., Sornig, K., Wohofsky, H., (1993) *Your Ticket to English*. Vienna: Österreichischer Bundesverlag. This is no longer available but you will find copies in the library.



School textbooks

For your class assignments and Seminararbeit, you will need to consult school textbooks used in Austria. Several copies of most books are available in the Institute library. You can find a list of school textbooks on the Anglistik/Fachdidaktik homepage:

<http://www.uni-graz.at/fachdidaktik-anglistik/>

MOODLE

We shall make extensive use of the University MOODLE platform. You must consult it regularly for information.

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Reference grammars (examples)

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CONTENTS OF THE HANDOUT

| | |
|---|-----------|
| 1: What is Pedagogical Grammar? | 1 |
| 1.1 Why do pupils learn grammar? | 1 |
| 1.2 Tasks of pedagogical grammar | 1 |
| 1.3 Competences of PS 2 – EPOSTL | 2 |
| 1.4 The Austrian school curriculum | 3 |
| 1.5 Approaches to Pedagogical Grammar | 3 |
| 1.6 Three areas of theory | 5 |
| 2: What is Grammar? | 5 |
| 2.1 Definitions of grammar | 5 |
| 2.2 Cognitive+Communicative Grammar (C+C Grammar) | 6 |
| 2.3 Grammar as a Communicative Event | 6 |
| 2.4 C+C Definition of Grammar | 7 |
| 3: Grammar – rules and objectives | 7 |
| 3.1 Types of rules | 7 |
| 3.2 Ways of setting grammatical objectives | 8 |
| 3.3 Notional Grammar | 8 |
| 3.4 Selection and grading | 11 |
| 4: Describing grammar: Conclusions | 12 |
| 4.1 Unit tasks | 12 |
| Extract from Grammar for Communication – recent activities | 13 |
| Present progressive notions | 14 |
| 5: Learning grammar | 15 |
| 5.1 What has to be learnt? | 15 |
| 5.2 Main issues | 15 |
| 5.3 Cognitive approaches to learning – general hypotheses | 16 |
| 5.4 The cognitive triad – processes, styles, strategies | 17 |
| 5.5 Learning stages | 18 |
| 5.5 A communicative view of learning | |
| 6: Gram pedagogy – a C+C approach | 21 |
| 6.1 Supporting and optimising learning – the role of pedagogy | 21 |
| 6.1 Learning styles - learning by ... | 22 |
| 6.2 Communicative grammar activities | 23 |
| 7. Evaluating grammar activities | 25 |
| Categories for analysing activities | 25 |
| Written grammar exercises – checklist of item types | 25 |
| Grid for analysing grammar activities demonstrated in class | 26 |
| 8. Grammar activities | 25 |
| The passive | 27 |
| Reported speech | 29 |
| Examples of written exercises | 33 |
| English in Use paper – standardisierte Reifeprüfung 2009 | 35 |
| Oral grammar activities | 36 |

1: What is Pedagogical Grammar?¹

1.1 Why do pupils learn grammar?

'The overall aim of learning grammar is to be able to express your own ideas in real situations in language that is as correct, meaningful and appropriate as possible. It is my teacher's task to facilitate this grammatical skill with maximum efficiency.'

1.2 Tasks of pedagogical grammar

The focus of this course will be pedagogical grammar (PG), which I shall define as follows:

Pedagogical grammar refers to measures taken by teachers, learners, materials designers, grammarians etc. to facilitate the development of grammatical competence and the skill of using grammar.

The main tasks of pedagogical grammar are the following:


- a) **Grammar rules:** describe grammar based on a suitable theoretical model in ways that are transparent for learners; use of appropriate metalanguage/terminology
→ pedagogical reference grammar, school textbook, lessons etc.
- b) **Selection & grading:** delimit those areas of grammar to be presented to the learner and establish criteria for the sequencing of grammar
→ curriculum, school textbook etc.
- c) **Grammatical objectives:** decide how to specify grammatical objectives
→ reference grammar, school textbook, lesson plans, teaching materials etc.
- d) **Learning aims and processes:** consider aims of individual exercises of sequence of teaching in terms of learning processes; how can learning processes be activated and supported?
→ lesson plans, school textbook, teaching materials etc.
- e) **Methodology:** devise methodology to facilitate learning - presentation forms, exercises, activities etc.
→ school textbook, teaching materials etc.
- f) **Testing grammar:** select areas of grammar and exercise types which fulfil criteria of testing theory (validity, reliability etc.)
→ Schularbeiten, Matura etc.

Each of these areas will be discussed in PS2.

1.3 Competences of PS 2 – EPOSTL

It follows from the above definition of PG that a variety of competences listed in the *European Portfolio for Student Teachers of Languages* (EPOSTL) will be developed in this course. The most important are the following:

¹ Extracts from Newby. D. (2008) 'Pedagogical Grammar: a Cognitive+Communicative Approach', in *Future Perspectives for English Language Teaching*, Carl Winter (Heidelberg)

| E P O S T L | |
|---|--|
| Category | Descriptors  |
| Learning aims & needs | <p style="text-align: right;"><i>Context: Aims and Needs (p16)</i></p> <p>2. I can take account of overall, long-term aims based on needs and expectations.</p> <p>4. I can take into account the cognitive needs of learners (problem solving, drive for communication, acquiring knowledge etc.).</p> <p>5. I can take into account the affective needs of learners (sense of achievement, enjoyment etc.).</p> |
| Grammatical objectives | <p style="text-align: right;"><i>Lesson Planning: Identification of Learning Objectives (p34)</i></p> <p>5. I can decide whether to formulate objectives in terms of skills, topics, situations, linguistic systems (functions, notions, forms etc.).</p> |
| Grammar rules | <p style="text-align: right;"><i>Methodology: Grammar (p27)</i></p> <p>3. I can deal with questions learners may ask about grammar and, if necessary, refer to appropriate grammar reference books.</p> <p>4. I can use grammatical metalanguage if and when appropriate to the learners' needs.</p> |
| Learning processes & Methodology | <p style="text-align: right;"><i>Methodology: Grammar (p27)</i></p> <p>1. I can introduce a grammatical item and help learners to practise it through meaningful contexts and appropriate texts.</p> <p style="text-align: right;"><i>Methodology: Grammar (p27)</i></p> <p>2. I can introduce, and help students to deal with, new or unknown items of grammar in a variety of ways (teacher presentation, awareness-raising, discovery etc.).</p> <p style="text-align: right;"><i>Methodology: Grammar (p27)</i></p> <p>5. I can evaluate and select grammatical exercises and activities, which support learning and encourage oral and written communication.</p> <p style="text-align: right;"><i>Lesson Planning: Lesson Content (p35)</i></p> <p>5. I can plan activities which link grammar and vocabulary with communication.</p> <p style="text-align: right;"><i>Independent Learning: Virtual learning Environments (p49)</i></p> <p>2. I can use various ICT resources (email, Web sites, computer programmes etc.)</p> <p style="text-align: right;"><i>Methodology: Speaking/Spoken Interaction (p22)</i></p> <p>12. I can evaluate and select a range of oral activities to develop accuracy (grammar, word choice etc.).</p> <p style="text-align: right;"><i>Methodology: Writing/Written Interaction (p24)</i></p> <p>12. I can evaluate and select writing activities to consolidate learning (grammar, vocabulary, spelling etc.).</p> |
| Testing grammar | <p style="text-align: right;"><i>Assessment: Designing Assessment Tools (p52)</i></p> <p>1. I can evaluate and select valid assessment procedures (tests, portfolios, self-assessment etc.) appropriate to learning aims and objectives.</p> <p style="text-align: right;"><i>Assessment: Self- and Peer Assessment (p54)</i></p> <p>1. I can help learners to set personal targets and assess their own performance.</p> <p style="text-align: right;"><i>Assessment: Error analysis (p57)</i></p> <p>3. I can deal with errors that occur in class in a way which supports learning processes and communication.</p> <p>4. I can deal with errors that occur in spoken and written language in ways which support learning processes and do not undermine confidence and communication.</p> |

1.4 The Austrian school curriculum

AHS-Lehrplan, Unterstufe. Didaktische Grundsätze:

1. Als übergeordnetes Lernziel in allen Fertigungsbereichen ist stets die Fähigkeit zur erfolgreichen Kommunikation – die nicht mit fehlerfreier Kommunikation zu verwechseln ist – anzustreben. Somit sind die jeweiligen kommunikativen Anliegen beim Üben von Teilfertigkeiten in den Vordergrund zu stellen.
2. Der Vermittlung von Wortschatz und Grammatik in vielfältig kontextualisierter und vernetzter Form ist größtes Gewicht beizumessen, zB ist Vokabular, wo immer möglich, in Kollokationen, Redewendungen und Phrasen mit impliziter Grammatik einzubetten.
3. Der funktionale Aspekt der Grammatik hat Vorrang gegenüber dem formalen Aspekt.
4. Generell sind die situative Einführung und ein induktives Erschließen grammatischer Sachverhalte *aus kommunikativen Zusammenhängen und Textbeispielen* anzustreben.
5. Grammatische Teilsysteme dürfen sich keineswegs verselbstständigen und wegen ihrer leichteren Überprüfbarkeit indirekt zum eigentlichen Lernziel des Fremdsprachenunterrichts werden.
6. Wo es sinnvoll ist, sind grammatische Strukturen besser ohne Regelformulierung als lexikalische Einheiten zu vermitteln.



In the section on 'Context: Curriculum' one **EPOSTL** descriptor states:

1. I can understand the requirements set in national and local curricula. (p15)

Read the statements from the Lehrplan and consider:

- a) Do they reflect the ways in which you were taught grammar at school?
- b) How might these statements influence your teaching?

1.5 Approaches to Pedagogical Grammar

As Chalker points out, there tends to be a tacit assumption among many students, teachers and pedagogical grammarians that there exists what she calls a single, 'God's truth' view of grammar: 'traditional' ways of categorising and describing grammar based on formal, rather than semantic, categories (1994: 42). However there are different ways of approaching grammar, based on the theories that may underlie them. We shall be discussing four approaches to grammar:

- a) Traditional grammar
- b) Communicative grammar
- c) Acquisition-based grammar
- d) Cognitive grammar

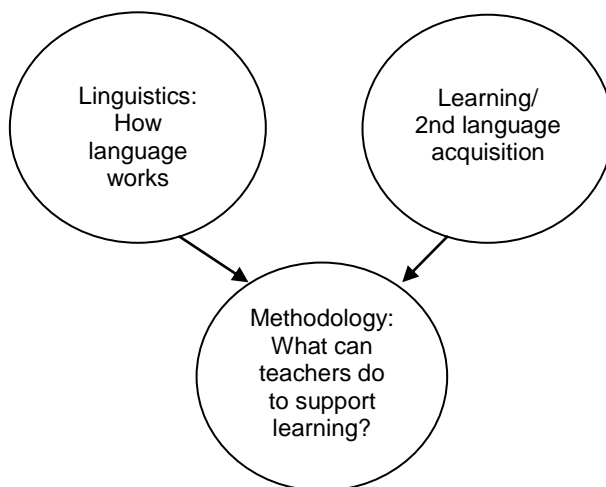
These are summarised in the table on the next page.

Figure 1: Summary of approaches to grammar (based on Newby, 2002)

| Label | Some key concepts | View of language | View of learner | View of teacher |
|---------------------------|--|--|---|---|
| Traditional grammar | grammatical structures; deductive learning of rules; accuracy; controlled practice; 'PPP' | system of forms which express meanings | student as a knower of language | teacher informs and controls |
| Communicative grammar | communicative competence; context; fluency; notions & functions; skills; interaction; inductive learning | language as a means of social interaction; communicative events; system of meaning options | student as a user of language | teacher manages contexts for communication |
| Acquisition-based grammar | naturalistic acquisition; comprehensible input; intake | language as a set of innate mental processes; universal grammar | student as an acquirer of language (as in L1) | teacher provides comprehensible input |
| Cognitive grammar | learner-centred, cognitive processes, styles and strategies; learning stages awareness-raising; constructivism | language as concept formation within more general knowledge structures, information processing | student as a responsible learner of language | teacher facilitates awareness and supports learning |

1.6 Three areas of theory

Figure 2: Areas of theory necessary in pedagogical grammar



2: What is Grammar?

2.1 Definitions of grammar

Grammar can be defined in various ways, as these examples show:

Definition 1. Lock, *Functional English Grammar* (1996: 4)

'Grammar includes two aspects: (1) the arrangement of words and (2) the internal structure of words.'

Definition 2. Batstone, *Grammar* (1994: 4)

'At its heart, then, grammar consists of two fundamental ingredients - syntax and morphology - and together they help us to identify grammatical forms which serve to enhance and sharpen the expression of meaning.'

Definition 3. Ur, *Grammar Practice Activities*, (1988: 4)

'Grammar may be roughly defined as the way a language manipulates and combines words (or bits of words) in order to form longer sentences.'

Definition 4: Ur, *A Course in Language Teaching*, (1996: 87)

'One possible definition might be: Grammar is a set of rules that define how words (or parts of words) are combined or changed to form acceptable units of meaning within language.'

Definition 5. Leech, Deuchar, Hoogenraad, *English grammar for today*. (1982: 3)

'We shall use grammar in reference to the mechanisms according to which language works when it is used to communicate with other people. We cannot see this mechanism concretely because it is represented rather abstractly in the human mind. One way of describing this mechanism is a set of rules which allows us to put words together in certain ways, but which do not allow others.'

Definition 6. Batstone, *Grammar* (1994:5)

'When we talk of grammar as process, we are thinking of the myriad of ways in which it is deployed from moment to moment in communication. Some understanding of grammar as process will be invaluable if we are to help learners to employ grammar effectively in their own grammar use.'

TASK 2



What do you consider good or bad about these definitions? Try to write your own definition.

2.2 Cognitive+Communicative Grammar (C+C Grammar)

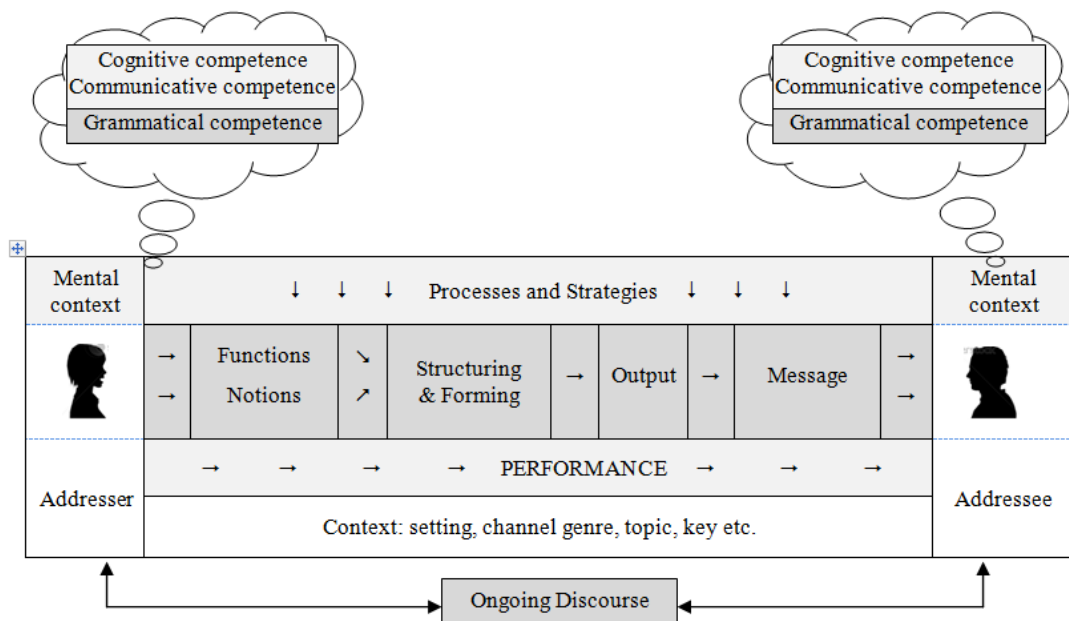
In this proseminar we shall be considering grammar from a ‘**Cognitive+Communicative**’ perspective (Newby 2002). The Cognitive + Communicative (C+C) axis refers to two separate but complementary aspects of theoretical analysis: language description and language learning. A C+C approach to language seeks to analyse and describe grammar, on the one hand in terms of the mental processes that underlie the use of language (**cognitive**), and on the other, as an act of communication, as a dynamic process in which a speaker’s perceptions are encoded by linguistic means into messages (**communicative**). A cognitive analysis examines initially how the mind is structured and organised to perceive reality and subsequently how cognitive categorisation gives rise to grammar; a communicative analysis embeds the cognitive, semantic and formal categories arising from a cognitive analysis in other aspects of communication such as contextual variables, pragmatic meaning and register. It should be added that the cognitive and communicative categories are inseparable, overlapping and complementary and categories, which is why they are always linked by a ‘+’ sign.

The Cognitive+Communicative axis will allow us to explore language description from various perspectives. By adopting a communicative view, we can approach language from a pragmatic, discourse-linked, context-based direction; by adopting a cognitive view, we can approach it from a psychological, mind-based direction. It follows from this that any definition of grammar must reflect what the *Common European Framework of Reference* (2001: 9) calls an *action-oriented* conception of language. As its title suggests, C+C Grammar draws on two theoretical areas, Cognitive Linguistics and various ‘communicatively oriented theories such as those of Hymes (1972 etc.) and Halliday (1978 etc.) as well as applied linguists of the ‘Communicative’ generation – Widdowson, Wilkins etc.

2.3 Grammar as a Communicative Event

A C+C view requires us to see grammar as a **process** rather than a **product**. This process can be modelled as follows:

Figure 3: Communication Model – Communicative Event



One advantage of representing language in this way is that it stresses that language must be seen both in terms of **knowledge** and of **use**; the communication model depicts not only **competence** but also **performance**.

Both the Communicative Approach to language teaching and Cognitive Linguistics are very much concerned with seeing language as a means of expressing meaning into form. This applies to all kinds of meaning including grammar. Richards and Rodgers list four principles of a Communicative view (2001: 161):

1. Language is a system for the expression of meaning.
2. The primary function of language is for interaction and communication.
3. The structure of language reflects its functional and communicative uses.
4. The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse.

It follows from this that grammar can be seen as a way of **encoding meanings** into **form**. Grammatical meaning will be at the core of our discussions of pedagogical grammar.

2.4 C+C Definition of Grammar

Based on a C+C view, grammar can be defined as follows:

Grammar is:

- a) the knowledge of a system of **concepts** (i.e. **notions**) stored in the mind of speakers of a given speech community through which they express their perceptions of lexical items
→ **semantic competence**
- b) the knowledge of the shared system for **forming** the words and morphemes which realise these concepts and for **patterning** them in ways which show their relation to each other → **formal competence**
- c) the **process** by which speakers apply this knowledge in actual situations to **encode** their perceptions into grammatical form → **performance**

3: Grammar - rules and objectives

3.1 Types of rules

Grammar rules that are found in most pedagogical grammars and school textbooks fall into the following categories:

- a) Rules of **meaning** – explaining what grammar means (tenses, articles etc.)
- b) Rules of **patterning** – for example, how to form a question
- c) Rules of **forming** – for example, regular and irregular past tense, comparatives (*_er, more*)
- d) Rules of **relations/agreement** – such as the third person 's'

It should be added that these categories are not mutually exclusive: knowledge of rules of meaning always requires knowledge of rules of form when an utterance is encoded.

As far as English is concerned – though not all languages – major problems for learners seem to lie within the first category, 'rules of meaning'. It will be this area that will be given most attention in this course.

3.2 Ways of setting grammatical objectives

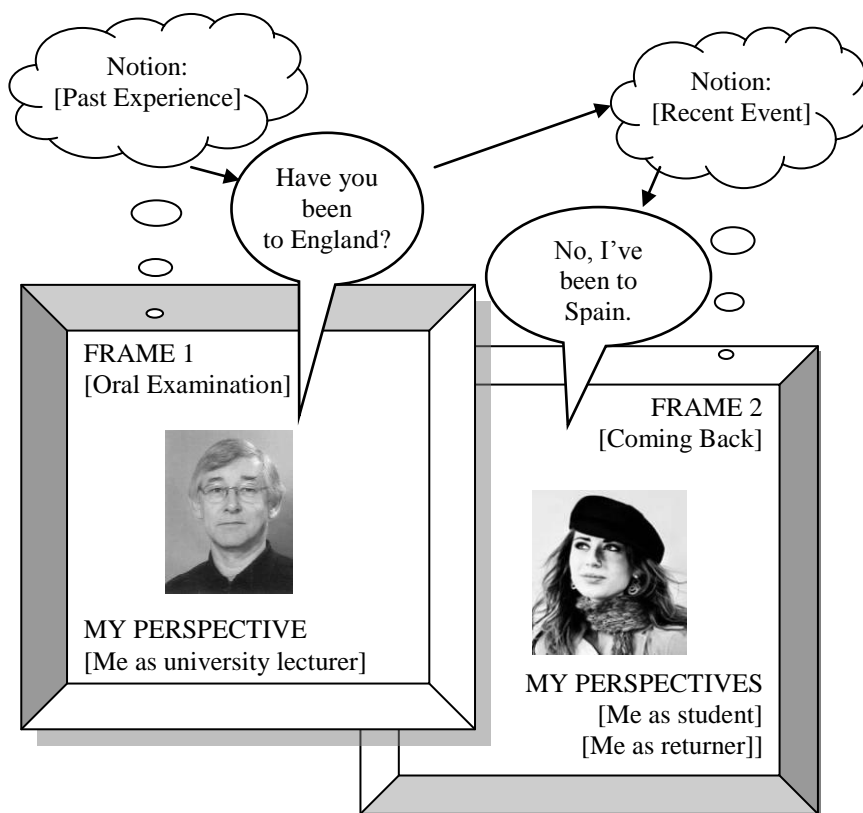
It follows from these four categories that objectives can be specified in various ways as shown in figure 4.

Figure 4: Categories of grammatical objectives

| Category of objective | Specific objective | Examples |
|--------------------------------|-------------------------|--|
| grammatical function | describing/modification | - pretty, with a nice face |
| general world concepts | expressing location | - next to, opposite, over there |
| grammatical notions (meanings) | arranged activity | - I'm playing tennis tonight. |
| | expressing intention | - I'm going to use my new racket. |
| | making a prediction | - I'll probably be back by six. |
| process | passive | - We were beaten 3-0. |
| | indirect speech | - He said he was ill. |
| communicative function | likes - dislikes | - I like swimming |
| pattern (syntax) | question form | - What did he say ? |
| form (morphology) | irregular past tense | was, had, went, saw, gave |
| | plural forms | - boys, men, ladies, kisses |

3.3 Notional Grammar

Figure 5: Present perfect misunderstanding – grammatical and cognitive categories



It emerges from the meaning → form orientation of the Communication Model (figure 3) that grammatical notions take a central place in grammatical description. As they represent the core of the system of communication, we need rules and terminology (metalanguage) to describe grammatical

notions systematically. This is the task that **Notional Grammar** (Newby 1981, 1989a, 1991etc.) sets itself.

Notional grammar can be defined as a theoretical framework for analysing and explaining in a systematic and coherent fashion the conceptualisation system underlying grammatical meaning and the process of grammaticalisation that speakers employ when encoding utterances. Its dual aims are to provide a specification of grammatical meaning which fulfils the theoretical criteria of linguistic analysis and to package its findings in pedagogically accessible form.

A (**grammatical**) **notion** (NG) can be defined as a single grammatical concept which is encoded into a form. Together with **lexical notions** speakers' perceptions of the world around them can be encoded into form.

In traditional grammar it is forms of grammar which are usually listed in the contents pages of reference grammars and school textbooks – the 'going to future, the present progressive, indefinite articles etc. It is in **formal** terms that teaching objectives are often expressed. In a Notional approach, **teaching objectives** will be defined in terms of **notions**. To do this we need a fixed and **systematic** set of **terminology** to differentiate between different notions. Examples of Notions can be found in figures 6 and 7. The square brackets indicates a fixed term used in NG.

Figure 6: Future Notions - examples.

| Notion | Form |
|-------------------------|--|
| [arranged activity] | - I'm playing tennis tonight. |
| [expressing intention] | - I'm going to use my new racket. |
| [interpreting signs] | - It's going to be a tough match. |
| [making a prediction] | - I'll probably be back by six. |
| [spontaneous decisions] | - I think I'll change my racket. |

Figure 7: Present perfect notions

| Notion | Form |
|-------------------------|---|
| [Experience] | - I've never been to England. |
| [Changes/completion] | - You've had a haircut! |
| [Duration - state] | - I've been here since yesterday. |
| [Duration – activity] | - They've been playing tennis for an hour. |
| [Recentness – state] | - I've been on holiday. |
| [Recentness – event] | - I've just seen a car accident. |
| [Recentness – activity] | - I've been watching television. |

One big advantage of a Communicative/Notional approach is that it makes it possible for learners to express their grammatical competence in terms of the kind of 'I can' descriptors to be found in the **Common European Framework of Reference**:

- ✓ *I can express an intention using 'going to'.*
- ✓ *I can make predictions about the future using 'will' etc.*
- ✓ *I can talk about my experiences using the present perfect.*

The view that notions should be given prominence in pedagogical grammar derives from the following four hypotheses (Newby, 2003: 275):

1. Notions represent the **primary semantico-grammatical unit** of encoding and decoding. Human beings express and comprehend notions.
2. Notions are **psycholinguistically real**. They represent concepts stored in the 'mental grammaticon' and utilised in the process of grammaticalisation.

3. A notion is an **autonomous semantic concept**. Different notions, even if encoded into the same form, express psychologically separate and distinct grammatical concepts.
4. There is a **systematic relationship** between notion and form. A notion is always encoded into the same form.

The implications of these hypotheses are considerable. On the one hand, 1 and 2 will lead us to give paramount focus to notions both in grammatical description and in pedagogy. This will apply to both the **setting of objectives** and the **formulation of rules**. It follows from 2 and 3 that notions are both identifiable and describable. Explaining grammatical notions will therefore represent the central task of a pedagogical grammarian. With hypothesis 4, I am stating my belief in the **absolute systematicity** underlying the meaning-form relationship. The implication of this is that grammarians should arrive at **exceptionless rules** which explain the systematic relationship between notion and form. Whilst these hypotheses might at first sight seem somewhat abstract, they are an essential starting point for a coherent pedagogical model. They have been used as guiding principles in my own pedagogical reference grammars (Newby, 1989 etc.). Three pedagogical implications of NG are:

1. **Teaching objectives** should be defined as grammatical **Notions** not as forms.
2. **Rules** must explain **single notions** of a form (there is no single rule to explain, e.g. the present simple) .
3. Notional objectives will also provide a springboard to **communicative methodology**.

NG is part of what can be referred to as '**Speaker grammar**', which differs from '**Sentence Grammar**'. The difference between these approaches can be found in figure 8.

Figure 8: Sentence-grammar vs. speaker-grammar

| | Sentence-grammar | Speaker-grammar |
|-------------------------|--|---|
| <i>RATIONALE</i> | grammar as a product | ~ grammar as a process |
| <i>AIMS OF ANALYSIS</i> | what grammar is how to form sentences | ~ how grammar works ~ how to encode utterances |
| OBJECT OF ANALYSIS | relations between language and language | ~ relations between speakers and language |
| | external product | ~ internal mental processes |
| | context unimportant | ~ context important |
| MODE OF ANALYSIS | observing/analysing sentences | ~ modelling communication |
| | 'post-mortem' analysis | ~ 'dynamic use' analysis |
| | linguistic | ~ psycho-, sociolinguistic |
| MEANING | observation fallacy | ~ psycholinguistic validity |
| | what grammar <i>can</i> mean | ~ what grammar <i>does</i> mean |

(Taken for Newby 2003: 249)

In addition to the **communicative perspective** emerging from the Communicative Event view of language (figure 3) a process view of grammar will lead us to examine certain categories of what might be described as the speakers' **cognitive competence**; that is to say, schematic structures that help language users to encode and decode language. Language use always takes place not only in a physical, external context but also in a **mental context** of language users. One category of cognitive competence relevant to pedagogical grammar will be considered – that of grammatical frames.

Grammatical frames

A grammatical frame can be described as is a frequently occurring scenario in which specific notions tend to be encoded. The misunderstanding quoted above (figure 5) arises not from our different knowledge of language but from our conflicting **frames**. Within the student's mental context is what can be termed the [Coming back] frame. As a result, there are experiences in her mind that she expects might be talked about. Within this frame it often occurs that speakers refer to 'recentness', and thus encode the Notion of [Recent event] – *I've been to Spain* - or as a [Recent activity] – *I've been feeding the ducks*. One reason why young children begin to use this apparently 'difficult' notion

and form at a relatively early stage is that when they acquire this notion, it is embedded in a frame which commonly occurs in the **family** domain. Frames, including grammatical, can be seen as **conventionalised schematic structures** which are, presumably, shared with other members of a speech community; as such they are part of a speaker's cognitive competence.

Notional grammar will enable us not only to identify meaning-based objectives and specify meaning-based rules; it will also show how grammatical meaning is embedded in other types of semantic and pragmatic meaning. This can, in turn, be utilised in a pedagogical reference grammar. The extract on page 13 is based on *Grammar for Communication*, page 89.

3.4 Selection and grading

A Notional approach provides a systematic way of specifying grammar. Based on Notional principles it is possible, for example, the list those Notions which can be encoded into a particular form. An example of a Notional analysis of the present progressive is shown in figure 11. Such a list has the following advantages:

- It states **explicitly, systematically** and **transparently** what grammar means.
- It provides the teacher with an **overview** of all **notions**.
- It helps teachers to be clear about what exactly **they are teaching** pupils.
- It helps teachers to **grade and select** the Notions they wish to teach.

TASK 3



- Look at the list of Present Progressive Notions in figure 8 and consider:
- How might you grade them – difficulty, frequency of occurrence, usefulness to learner?
 - What Notions would you select to teach in the Unterstufe?

4: Describing grammar: Conclusions

In the above sections, the Cognitive+Communicative model of language has been presented. The relationship between 'cognitive' and 'communicative' is illustrated in figure 9.

Figure 9: The Cognitive+Communicative parameters of language analysis

| | | |
|--|---|---|
| ↓ | Communicative = modelling the flow of communication | ↓ |
| speaker → context → purpose → lexical/grammatical notions → form | | |
| ↑ | Cognitive = processing of each stage by the human mind | ↑ |

The central row replicates in simple form various stages of the process of encoding language, already outlined in figure 3. This process can be analysed from different perspectives. A communicative perspective (top row) is concerned with the flow of communication and attempts to identify and categorise the various stages. These stages, represented by arrows, are significant, not only because they aim to reflect the sequential, though recursive, nature of language use but because they will help to provide a systematic categorisation of different elements of communication.

A cognitive perspective (bottom row) attempts to explain how each stage is processed by the human mind. This type of analysis requires the linguist to postulate and model how human beings process information in general and 'linguistic information' in particular and to map linguistically relevant categories onto the communication model. Such a communication model will lay claim to what may be termed **psycholinguistic validity**; that is to say, it purports to explain how the human mind actually processes information and encodes this into linguistic form.

The most significant pedagogical outcomes and applications of C+C grammar are the following:

- a) A theory of grammar based on ways in which grammar is stored in the human brain and used in communication. This gives focus to how grammar is processed when grammatical meanings are created and how these are encoded (and decoded) in communication.
- b) Pedagogical applications of this theory of grammar:
 - formulation of grammatical objectives
 - syllabus design
 - grammatical 'I can' descriptors – also for level specification (as in the Common European framework of Reference)
 - self-assessment
 - formulation of grammatical rules entry point for methodology

The C+C axis has the potential to provide a theoretical base for modelling not only the **use** but also the **learning** or **acquisition** of grammar. This will be the topic of the following sections.

4.1 Unit tasks

TASK 4



Reference grammars will describe one and the same area of grammar in different ways.

- a) Choose three different grammar books from the library or from your own collection and analyse how they describe the future (headings, terminology, rules.)
- b) Do the same for school textbooks.

Reading assignment



Download and read the following article from the Fachdidaktik website:
<http://www.uni-graz.at/anq13www/>

Newby, D. (1998). "[Theory and Practice in Communicative Grammar](#)".

E P O S T L TASKS

DOSSIER



Context: Aims and Needs (p16)

2. I can take account of overall, long-term aims based on needs and expectations.
3. I can take into account differing motivations for learning another language.

How might your understanding of these 'aims and needs' influence your grammar teaching?

Lesson Planning: Identification of Learning Objectives (p34)

5. I can decide whether to formulate objectives in terms of skills, topics, situations, linguistic systems (functions, notions, forms etc.).

Have a look at the contents pages of school textbooks and see how grammatical objectives are defined – if at all.

Figure 10: Pedagogical grammar entry: Recent activities

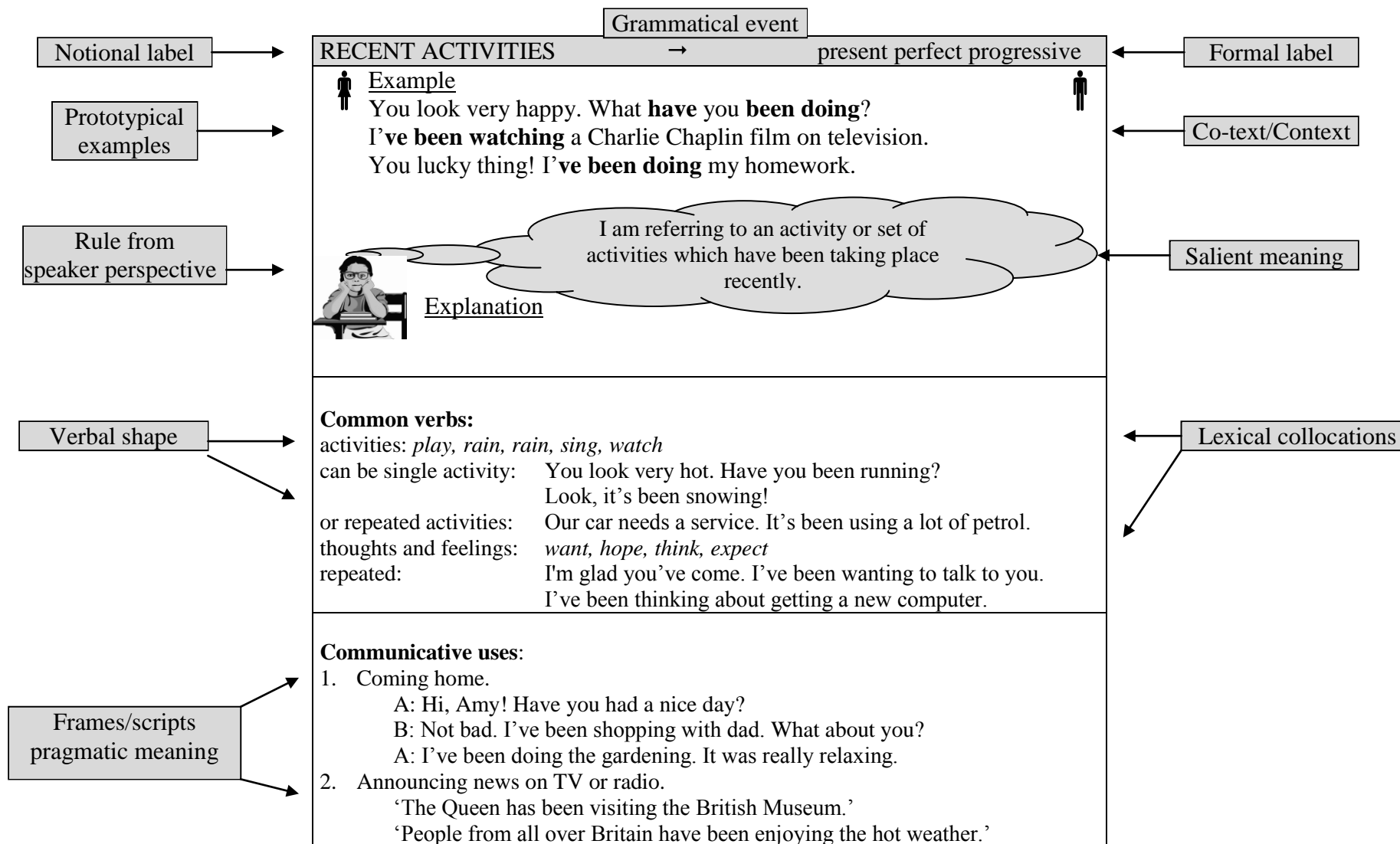

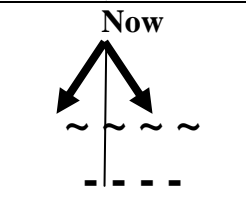
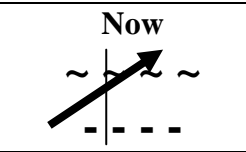
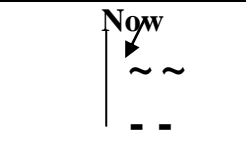
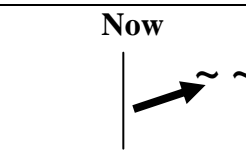


Figure 11: The notions of the present progressive

| Notional tag | Examples | Time relevance | Shape of action | Diagram of salient meaning* |
|----------------------------|--|------------------------|---|---|
| 1. [Present activity] | Don't interrupt. I'm talking. You're being stupid. I'm having a shower. | now | single activity |  |
| 2. [Current activity] | I'm reading 'War and Peace' at the moment. We're intending to buy a new car at some point. I'm having a lot of headaches at the moment. I'm going jogging every day while I'm on holiday. You're always breaking things! | surrounding now | iterated activity iterated state iterated event |  |
| 3. [Changing activity] | Your English is improving. You're playing better every day. More and more people are owning their own houses. I'm gradually realising that grammar can be fun. | changing now | iterated activity iterated state iterated event |  |
| 4. [Inception/termination] | She's going to a new school now. (inception) He's no longer living in Sheffield. (termination) I'm liking it much better now. (inception) She's loving her new job. (inception) (Diagram only shows 'inception') | started/stopped now | iterated activity iterated state iterated event |  |
| 5. [Arranged activity] | We're playing Glasgow Rangers next week. She's getting her new car on Friday. I'm spending my holidays in America. | arranged now | single activity iterated activity single event |  |

(Newby 2003: 337)

* Key: ~ indicates a single activity; ~ ~ an iterated (repeated) activity; - indicates a single state; - - an iterated (repeated) state; events are not depicted in the diagram; arrows shows salient perceptions of a speaker's thoughts;

5: Learning grammar²

In the Methodology – Grammar section, one **EPOSTL** states the following:

- ✓ I can evaluate and select grammatical exercises and activities, which support learning and encourage oral and written communication. (p27)

In order to make this assessment we need to focus on various aspects of grammar:

- a. what do we mean by learning?
- b. to what extent do exercises really help learners?
- c. do grammar exercises lead to actual communicative ability?

The following sections will focus on these three important questions.

5.1 What has to be learnt?

Learning grammar involves not only a **knowledge** of the grammatical **code** but also the ability to **use** grammar. In addition, the grammar that is being learnt must always be seen in terms of a more general **skill development**. These categories are summarised below:

- a. Language systems (the code) – grammar, vocabulary, phonology speech acts, discourse etc.
 - Knowledge = competence
 - Use = performance
- b. Language skill development – in which grammar is integrated
 - reading, writing, speaking, listening

There is a tendency in traditional grammar to focus on knowledge of the code but to give insufficient attention to the other categories mentioned above.

5.2 Main issues

Discussions, and different theories of grammar learning and teaching, tend to result from how the following questions are answered:

1. Is learning a foreign language basically similar to other kinds of human learning or does it involve quite different processes?
2. To what extent is the process of learning a second language similar to acquiring a first language?
3. Is language learning a mainly unconscious, automatic process or does a conscious focus on language speed up acquisition?
4. Does actual instruction (teaching) really help or does the learner simply need the right kind and amount of exposure to the foreign language?
5. What is the role of the teacher in learning?
6. What role does the explicit knowledge of grammar rules play?
7. What kind of language activities and tasks support learning?
8. What role can the learners themselves play in facilitating their own language learning?
9. What role can the learners' peers play in the language learning process?

² Materials in this section are taken from Newby 2003.

It is probably true to say that questions 1 - 4 are given more attention by applied linguists than they are by most classroom teachers, whereas 5 to 8 represent the main focus of pedagogical grammar. We shall begin, however, by considering question 1 as this is an important starting point for grammar pedagogy.

5.3 Cognitive approaches to learning – general hypotheses

Since the 1980s applied linguistics has been strongly influenced by the premise that there are strong similarities between first and second-language acquisition. According to this view, foreign language teaching should replicate as far as possible the conditions under which L1 proceeds so that language will be acquired in a 'naturalistic' way. As a result of this view, it was claimed by linguists such as Krashen (1982) that grammar should not be given a conscious focus.

This view of acquisition is challenged, however, by those who take a **cognitive** approach to learning theory. Cognitive accounts of language learning have gained in importance in recent years (see 'O'Malley and Chamot, 1990, and Skehan, 1998). Whilst there is no unified view of what cognitive learning actually entails, certain general principles can be identified which underlie most cognitive approaches. Some of these are:

Some hypotheses of a cognitive view of learning

Language and learning

1. Language **use** and language **learning** have a **similar cognitive basis**.
2. In general, **language learning** shares a common basis with **other types of learning** and skill development (though there are some aspects which are language-specific).

L1 and L2

3. There are considerable **differences** between how children acquire their **first** language and how non-infant learners learn a **foreign language**.

The nature of learning

4. Language learning is **concept learning**; learning is **semantically driven** and **goal directed**.
5. Language is embedded in a **network of schematic constructs** which facilitate both communication and language learning.
6. Knowledge of language emerges from **language use** (Croft and Cruse, 2004: 1).
7. Learning a language entails a **stagewise progression** from initial awareness and active manipulation of information and learning processes to full automaticity in language use. (O'Malley and Chamot, 1990: 217);
8. Learning is an **active and dynamic process** in which individuals make use of a variety of information and strategic modes of processing (O'Malley and Chamot 1990: 217).

Cognitive approaches stand in opposition to 'naturalistic' views of learning which are based on the supposed similarities between L1 and L2 acquisition. A cognitive view recognises the different cognitive and linguistic development processes between infant learners of a first language and, say, teenage learners of a foreign language. Learning theories derive not only from linguistics but from cognitive psychology.

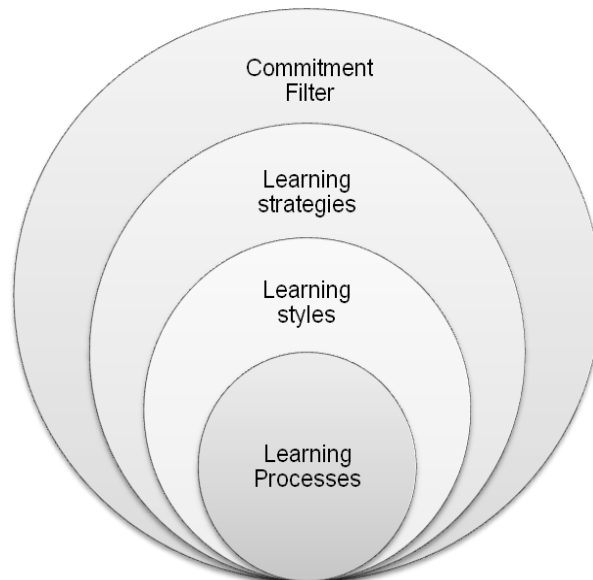
As far as foreign language pedagogy is concerned, the following four principles have implications for the design of grammar materials:

- language learning represents one kind of more general learning
- the processes which steer foreign language learning are different from those which underlie acquisition.
- learners can take an active role in their own learning
- learning proceeds according to a set of stages

5.4 The cognitive triad – processes, styles, strategies

At the heart of cognitive learning theory are the learning processes by means of which human beings perceive, categorise, store and remember information. These processes can be subdivided into **processes**, **styles** and **strategies** – the cognitive triad – plus a more general category of what will be termed the **commitment filter**. The relationship is shown in figure 12.

Figure 12: The cognitive triad (Newby, 2003)



These terms will be defined as follows:

| | |
|--------------------------------------|--|
| Learning processes | Innate processes by means of which the human mind perceives, remembers, categorises and conceptualises (new) information |
| Cognitive styles (= learning styles) | Individual processing and representing information– e.g. ‘multiple intelligence’ theory |
| (Meta)cognitive strategies | Strategies and measures employed by learners in order to optimise or accelerate learning - ‘Meta’ means that learners reflect on these strategies. |
| Commitment filter | Affective and cognitive factors which may encourage or hinder learning – motivation, self-esteem, ability to concentrate etc. |

Of these categories it is that of learning processes which will form the focus of the following discussions since a knowledge of what happens in the minds of learners when they acquire new information will help considerably when analysing and designing grammar exercises and activities.

TASK 5



Read the following **EPOSTL** descriptors:

- ✓ I can take into account the cognitive needs of learners (problem solving, drive for communication, acquiring knowledge etc.).
- ✓ I can take into account the affective needs of learners (sense of achievement, enjoyment etc.).

What measures might you take to fulfil learners’ cognitive and affective needs?

5.5 Learning stages

One of the premises of a cognitive approach, identified by O'Malley and Chamot (1990: 217), is the following:


'Learning a language entails a stagewise progression from initial awareness and active manipulation of information and learning processes to full automaticity in language use.'

Seeing learning in terms of stages is not new as such and can be found in various learning and teaching models. Figure 13 shows two different views of language learning/acquisition stages.

Figure 13: Learning stages in different approaches

| Approach | Learning stages |
|--------------------------|--------------------------------------|
| Traditional teaching | Presentation → Practice → Production |
| Naturalistic acquisition | Input → Intake → Output |

However, there is a considerable difference in how these stages are described.

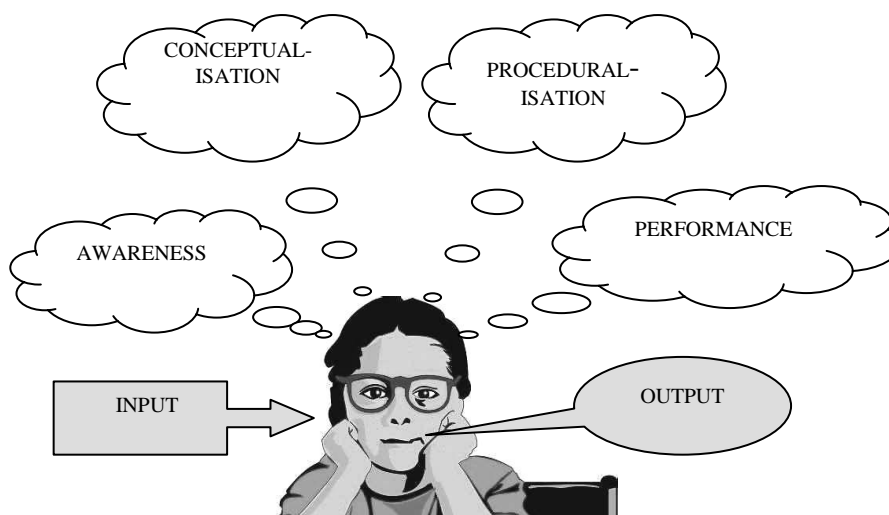


TASK 6

How would you describe the main differences between the two approaches referred to in figure 13?

Figure 14 shows the 'cognitive' view of **learning stages** which will form the basis of discussions in this seminar. It is loosely based on a stage-model of language processing used by cognitive psychologists (for example Anderson, 1990).

Figure 14: A cognitive model of learning stages



Explanation of cognitive learning stages

| | | |
|--|-------------------|--|
| Input – materials provided by the teacher/textbook + pupils' existing knowledge und schemata | | |
| Learning stages | Awareness | pupils notice and focus on new grammar |
| | Conceptualisation | pupils 'understand' a grammar rule; usually conscious knowledge |
| | Proceduralisation | Pupils are able to use grammar in 'scaffolded' exercises without a strong conscious focus on rules |
| | Performance | Pupils are able to use grammar in open contexts; focus on the message |
| Output – what pupils say or write. | | |

In some ways a cognitive specification of learning stages can be compared to the teaching stages found in traditional grammar pedagogy: presentation – practice – production (PPP). A cognitive view, however, will see stages from the **learner's perspective** and will focus on the tasks that need to be accomplished in the human mind at each stage in order for grammar to be internalised. It will be noted that this model sees grammar both in terms of **competence** and of **performance**. Here we can also see a link to the communicative approach, which stresses the importance of seeing language in terms of both knowledge and skills.

In the following the individual stages from the model will be explained and differences between a cognitive and a traditional view of learning will be discussed.

Input

A cognitive view of input is much broader than that normally taken in discussions of second language learning. This different perspective derives from two sources: first, from seeing language in terms of **process** rather than **product**; second, from seeing input not only in terms of **teacher input** but also **learner input**.

A narrow traditional view of input will see it in terms of **items of new language** embedded in a text or dialogue – i.e. the language product – which is presented to the learner. Whilst this represents the core of input, a cognitive view also needs to take into account a range of linguistic and **cognitive resources**, which are brought to bear on language input by learners. This in turn enables us to take a **constructivist** view of input. The pedagogical implications of this are that, at the following awareness stage, grammar activities will be designed which incorporate the learner's existing knowledge, both linguistic and schematic. This will provide for a more **active** initial stage of learning than is normally found in traditional grammar pedagogy.

Awareness

Awareness is the stage in which an item of grammar **enters the learners' consciousness** and in which they release **mental energy** to process it (see Van Lier, 1996: 6). In the context of learning, awareness takes on a specific meaning, which does not correspond to its undifferentiated use in general English. Here it indicates what Eysenck (1984: 49ff.) refers to as **focal attention** and takes on a very active sense, which is well characterised in an early definition given by William James (1890: 403): 'Focalisation, concentration, of consciousness are of its essence. It implies withdrawal from some things in order to deal effectively with others.' The notion of 'dealing effectively' is particularly appropriate since it points to a more active sense of awareness.

Conceptualisation

Conceptualisation refers to the process of making **generalisations** about grammar on the part of the learner. In other words, we are concerned with the **internalisation of rules**. This stage requires learners to process language input in two ways: on the one hand, they must **comprehend an overall message**; on the other, they must **build a hypothesis** about the nature of a grammatical concept or pattern which has been registered during the awareness stage - a new notion, a new form, a new discourse structure etc. These dual tasks of comprehension and

processing are closely linked: the overall meaning of a message will help learners to form hypotheses about the rules which underlie a new piece of grammar. In addition, learners will make use of contextual information and their own schematic constructs, all of which will lead to their making a generalisation about an underlying rule and incorporating this new rule into their personal 'grammaticon'. In short, it can be said that pedagogy concerns the management of the evidence-hypothesis-rule process.

It will be noted that 'hypothesis building' suggests that, as in first-language acquisition, the learner is left to him/herself to work out grammar rules, but this is not the case. It is the task of pedagogy – teachers, materials, grammar books – to support the hypothesis process. In traditional grammar, rules are handed to the learner in pre-fabricated form so that the learner is the passive receiver of rules. It is an important task of grammar pedagogy to strike a balance between providing support for learners and encouraging them to make use of their own mental resources.

Proceduralisation

Whereas conceptualisation is concerned with the acquisition of new knowledge, proceduralisation relates to the **skill** aspect of language use in both oral and written production. Anderson (1990: 219) distinguishes between **declarative** and **procedural knowledge**, which he defines as follows: 'Declarative knowledge refers to knowledge about facts and things; procedural knowledge refers to knowledge about how to perform various cognitive activities.' Proceduralisation is the stage which links **competence** to **performance**; if grammatical knowledge is largely declarative at the beginning of this stage, it is where **procedural knowledge** gradually takes over.

As far as pedagogy is concerned, this stage needs to be supported by oral and written activities, exercises and tasks which consolidate concept formation and guide the learner towards the performance stage.

Closely linked to proceduralisation is the diminishing **role of attention** in information processing. In the initial stages of learning - awareness and conceptualisation - the aim of pedagogical mediation is to 'freeze the action' of language in order to focus the learners' attention on new language and enable them to take on board new concepts; the aim of the proceduralisation stage is to set the action going again and gradually to reduce the amount of attention required to process grammatical items.


The proceduralisation of knowledge leads to a more **efficient use** of the **storage capacity of memory**. Once a grammatical concept becomes proceduralised, this has the function of reducing the load on memory since declarative knowledge does not need to be retrieved from memory when language is being processed. Proceduralised language knowledge becomes part of long-term memory and this then frees up the working memory to deal with other language-related processing tasks.

Performance

In this final stage, activities will incorporate all the processing demands that performance entails in a real-time context. Learners will be able to performance tasks which are not scaffolded or pedagogically structured. In other words, learners are given a task and left to themselves to accomplish it.

Output

Output is not a learning stage but the language used by the learner. It may provide evidence of internal mental processes.

| | |
|---|--|
|  | <p>An EPOSTL descriptors states:</p> <ul style="list-style-type: none"> ✓ I can introduce, and help students to deal with, new or unknown items of grammar in a variety of ways (teacher presentation, awareness-raising, discovery etc.). (p35) <p>Look at some school textbooks and see how grammar is introduced.</p> |
|---|--|

6: Grammar Pedagogy – a C+C approach

A C+C perspective takes as a starting point the view that students are both learners and users of language and therefore recognises the potential usefulness of grammar pedagogy and that 'intentional', conscious learning can play an important role. Criteria for assessing pedagogy must be applied both from a cognitive and from a communicative perspective in order to assess the efficiency of grammar activities. These criteria may be stated as follows:

Cognitive criterion – to what extent does an activity support learning by activating learning processes and thus contribute to the overall aims of learning grammar?

Communicative criterion – to what extent does an activity support the development of both grammatical and communicative performance by simulating its conditions?

6.1 Supporting and optimising learning – the role of pedagogy

It is the aim of grammar pedagogy to **support learning processes**. Teachers often give grammar exercises to their students without much consideration of why a particular exercise might be appropriate to the learning stage a learner might be at or whether it actually helps the learner to learn grammar. Consideration of the following ten aspects of pedagogical grammar will help us to analyse and to design grammar materials.

Pedagogical principles of grammar activities

1. Learning stages

When we give pupils a grammar activity to do, we should be clear about which learning stage or stages this activity supports. (Many grammar activities will support two stages – e.g. awareness + conceptualisation; proceduralisation + performance.) Many grammar exercises found in school textbooks and reference grammars only support the conceptualisation stage only. If this is the case, we may need to look for or design additional grammar activities which move learners through the proceduralisation and performance stages. Paying attention to learning stages will help to make grammar teaching more coherent and learning more effective.

2. Depth of processing

The extent to which a new item grammar becomes stored in the memory of the learner is partly dependent on how mentally active the learner is when doing grammar tasks. Traditional methodology tends not to provide activities which are 'cognitively shallow' – i.e. the mental activity of the learners is restricted to understanding what they have been told by teachers, textbooks etc. Learners are often shown examples of language and told about rules relating to it, but do not actively engage in activities which activate their mental energy. As a result, they may hear or see the language input, but do not process it adequately - what might be called the 'in-one-ear-and-out-of-the-other' phenomenon. A cognitive view stresses the activation of mental processes, and tasks are designed with this in mind. The term 'awareness-raising' or 'consciousness-raising' activities reflects the active nature of learning.

3. Dual processing

Whenever human beings use language, they are processing two general areas of cognition. On the one hand, they represent the world around them – what they see, think, remember, experience etc.; on the other hand, they map their perceptions of the world onto language. If pupils are to get to the performance stage of the cognitive stage model, they must be given the opportunity as soon as possible to rehearse this dual processing. Grammar exercises which merely require students to fill in gaps or to change one sentence into another require students to process language but not to represent the world and are therefore of limited use.

4. Personalisation

When we use language we are representing information, ideas, knowledge etc. from our own personal perspective. Grammar activities need to take into account this 'personalisation' aspect of language and give pupils the opportunity to express their own ideas, from their own perspective.

5. Commitment filter

Pupils must be encouraged to 'commit themselves' to learning grammar. This may include affective aspects such as enjoyment or fun but also what is sometimes termed 'resultative motivation': i.e. pupils experience feelings of success (Erfolgserlebnisse) when doing grammar exercises and activities. Also, cognitive needs such as curiosity, problem solving, drive for communication, acquiring knowledge etc. Exercises should produce an 'AHA!' effect rather than an 'OJE!' effect.

6. Learners' schematic knowledge

Learners bring into learning a vast array of knowledge and experience of the world. The learning of new knowledge needs to be embedded into previously existing knowledge to make use of important cognitive resources.

7. Peer/social learning

All learning is influenced by the learner's social environment. The contribution to learning made by dialogue between learners and their peers is an important factor. On some occasions, peers may be better at teaching than teachers.

8. Interaction

Language is a skill-based, social activity. Acquiring a foreign language requires intense and meaningful interaction, both with the foreign language and with users of the foreign language. For this reason, oral grammar activities are particularly important.

9. Testing vs. teaching

We must distinguish between exercises that support learning (teach grammar) and those which test learning. Many exercises found in school textbooks do not help the learner to learn but merely test declarative knowledge. This often happens in the form of contrastive exercises (present perfect or past tense etc.). We should remember that contrastive exercises might cause confusion in the minds of the learners and may therefore not support learning processes.

10. Do you know vs. can you use

In a previous section, a distinction was made between declarative and procedural knowledge. Many grammar exercises only focus on the former. However, students need exercises which require them to use grammar if they are to go beyond the conceptualisation stage.

6.1 Learning styles - learning by ...

Learners learn grammar in different ways, depending on their preferred learning styles. Conceptualisation of a grammar rule may proceed along various paths. Some methodological options available are:

| <i>Method</i> | <i>Procedure</i> | <i>means of learning</i> | <i>rules are ...</i> | <i>learning process</i> | <i>knowledge type</i> |
|-----------------|--|---------------------------|----------------------|-------------------------|-----------------------|
| Explanation | Teacher gives students a rule | learning by understanding | explicit | deductive | declarative |
| Exemplification | Teacher gives examples of use | learning by acquiring | implicit | inductive | declarative |
| Exploration | Pupils analyse the data given to them by the teacher | learning by reflecting | explicit | inductive | declarative |
| Utilisation | Pupils are given a language task to perform | learning by using | implicit | inductive | procedural |

It should be added that these methodological options are not mutually exclusive. 'Explanation' will almost always be accompanied by 'exemplification'. It could be said that traditional grammar teaching tends to rely too heavily on the 'explanation' option. A communicative approach will tend to stress 'utilisation'; a cognitive approach 'exploration'.

6.2 Communicative grammar activities

A communicative approach to learning and teaching attempts to replicate the real-life conditions of language use and to apply them in the design of pedagogy. Communicative grammar incorporates two general aspects:

- a) language – the contextual, notional view of grammar discussed in a previous section
- b) methodology – the design of grammar exercises and activities.

Whether grammar activities can be described as 'Communicative' can be decided according to certain criteria.

Communicative criteria for assessing grammar exercises

1. Clear and realistic context
 - grammar arises from an actual situation;
2. Realistic use/processing of language (authenticity of process)
 - grammar is communication, not mathematics;
3. Meaning of grammar and overall message of an utterance stressed
 - grammar helps to convey messages;
4. Personalisation (students link grammar to their own knowledge, ideas, experience, wishes etc.)
 - grammar is a way of encoding experience;
5. Open-ended exercises
 - grammar is part of a creative process;
6. Task-based
 - grammar is a means to an end;
7. Integrated skills (vocabulary, speech acts, speaking, writing)
 - grammar works with other linguistic sub-systems and skills to generate meaning.

There is, of course, no simple binary distinction between 'communicative' and 'non-communicative' activities. It could be stated that the more of the above criteria which a grammar activity fulfils, the farther along the continuous cline towards '100% communicative' it might be located.

An example of a grammar activity which fulfils several of these criteria is the following, the aim of which is to practise the generation of meaningful 'wh' questions. In this activity students have to write questions which may lead to the answers given.

1. A: *Why are going to bed already?*
B: Because I feel tired.
2. A: _____?
B: A hamburger, please.
3. A: _____?
B: Let's go to France. I've never been there.
4. A: _____?
B: English and Spanish.
5. A: _____?
B: For five years. She really loves it there.
6. A: _____?
B: Fantastic! we had seats in the front row!

With the exception of criterion 6 (task-based) this activity appears to satisfy all the communicative criteria.

The following exercise – a type found in many grammar books – seems to fulfil none of the communicative criteria.

1. Where _____ (Mary - buy) her new dress?
2. When _____ (you - go) to bed last night?
3. What _____ (you - want) for breakfast.

Whilst giving an activity a 'communicative' stamp will validate the link between pedagogy and real-life use, this is not a sufficient criterion on which to assess its effectiveness within the overall process of learning. The communicative criteria may guide us as to whether to use an activity; it will not, however, provide any information as to the stage of learning during which an activity might most usefully be applied.

It should also be remembered that it is not always possible or necessary that an exercise fulfils communicative criteria. This may be the case with, for example, grammar discovery activities. Generally, it can be said that more communicative criteria are likely to be fulfilled in activities which support the 'performance' learning stage than with the 'conceptualisation' stage.

Traditional vs Communicative Grammar

| Traditional | Communicative |
|--------------------------------|----------------------------------|
| Formal teaching objectives | Meaning-based objectives |
| Learning by understanding | Learning by using etc. |
| Exercises which test knowledge | Exercises which support learning |
| Grammar is an end in itself | Grammar is a means to an end |

EPOSTL TASKS

DOSSIER



Some grammar exercises focus on accuracy, as reflected in this **EPOSTL** descriptor:

- ✓ I can evaluate and select writing activities to consolidate learning (grammar, vocabulary, spelling etc.).

Others focus on communication:

- ✓ I can evaluate and select grammatical exercises and activities, which support learning and encourage oral and written communication.

Look at exercises in reference books and school textbooks. Which categories do they fall into?

7: Evaluating grammar activities

The following categories can be used to evaluating grammar activities.

1. Grammatical objective(s) - notion, form etc. (see 3.2)
2. Activity type - oral, written; individual, group; fill-in-the-gap, completion, problem-solving task etc.
3. Learning aim - what exactly are pupils supposed to learn in this exercise?
4. Cognitive learning stage(s) - conceptualisation, proceduralisation etc. (see 5.3)
5. Pedagogical principles - why is this activity effective or not effective? (see 6.1)
6. Communicative principles - clear context etc. (see 6.2)
7. Coherence - how does this particular activity relate to other grammar activities in a textbook unit or in a whole textbook?

Written grammar exercises – checklist of item types

- 1) ORDERING**
 - a) write sentence from jumbled words in sentences
 - b) write sentences using words in different boxes
- 2) MULTIPLE CHOICE**
 - a) choose correct answer from distractors
- 3) INTERPRETATION**
 - a) explain meaning of similar sentences which have different interpretations
- 4) COMPLETION (GAP FILLING)**
 - a) fill in gaps in sentences
 - b) fill in gaps in dialogues
 - c) as a) and b) + cue word in brackets
 - d) as a) and b) + bank of words above exercise
- 5) MATCHING**
 - a) match two halves of sentences
 - b) write sentences based on substitution tables
- 6) TRANSFORMATION**
 - a) change one sentence into another (e.g. direct → indirect speech)
- 7) REFORMULATION**
 - a) paraphrase a sentence using a different construction
- 8) EXPANSION**
 - a) expand cue words into sentences
 - b) expand cue words into dialogues
- 9) COMPOSITION (Open-ended, imagination required)**
 - a) complete partial sentences
 - b) answer questions using a sentence containing a particular grammatical item
 - c) add second line to dialogue using a particular grammatical item
 - d) interpret or explain information in a chart or picture

First impressions: grid for analysing grammar activities demonstrated in class

| Name of activity | Grammar objective | Procedure | Principles | ++ | -- |
|------------------|-------------------|-----------|------------|----|----|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
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| | | | | | |
| | | | | | |

8: Grammar activities

THE PASSIVE – A C+C approach teaching practice conceptualisation

1. Grammatical objective(s) - Process – using the passive; form – passive construction
2. Activity type - Group, problem-solving activity
3. Learning aim - to understand how a passive is formed (explicit) and how it is used (implicit)
4. Cognitive learning stage(s) - awareness → conceptualisation
5. Pedagogical principles -
6. Communicative principles -
7. Coherence -

Text of cards for passive bricks

| TOPIC | PROCESS | ADDITIONAL INFO. |
|--------------|------------|-----------------------|
| Most cameras | are made | in Japan. |
| Zebras | are eaten | by lions. |
| Kilts | are worn | in Scotland. |
| English | is spoken | in Australia. |
| Llamas | are ridden | in South America. |
| Cricket | is played | in summer. |
| Stamps | are sold | in post offices. |
| E-mails | are sent | through the Internet. |
| Paper | is made | from trees. |
| Comics | are read | by most children. |

Materials: Each group is given three sets of cards – topic, process and additional information, which have been copied onto different coloured paper. The cards are shuffled and then arranged in three columns with the text facing upwards.

Task 1 – Engagement phase: Matching exercise – students have to form ten meaningful sentences by rearranging cards. each sentence must contain three bricks, one from each category.

Task 2 – Focusing phase: Students look at the sentences they have formed and identify any grammar which is new to them.

Task 3 – Reflection phase: The teacher asks if the students know or can guess what the sentences mean and if there is any similar structure or function in their own language.

Task 4 – Consciousness phase: Students are asked to write down in groups the rules for forming the passive.

Traditional and C+C approach to the passive – a comparison

Traditional grammar - change the active into the passive

PRESENTATION → PRACTICE ← TESTING

Principles

- based on transformation
- teacher-centred
- rules: deductive
- declarative knowledge

Disadvantages

- pedagogically - complex
- devoid of meaning
- 'cul-de-sac' methodology - no link to performance
- leads to 'alienation'

Advantages

- easy method for teacher to teach and test
- structured for weak and lazy students
- appealing for students who prefer maths to FL

Cognitive/Communicative – awareness-raising approach

INPUT → AWARENESS → CONCEPTUALISATION

Principles replicates language processes

- activates cognitive processes
- dual aims of input: comprehension + processing
- awareness-raising, discovery
- learning by doing
- world knowledge incorporated
- L¹ knowledge incorporated
- student-centred
- student is mentally active
- social learning
- rules: inductive + use-based
- declarative & procedural knowledge

Advantages

- pedagogically simple
- link to use/performance

Disadvantages

- open-ended, unpredictable
- more commitment required by learner and teacher

Reported speech discovery activity

This activity is done orally by students working in pairs. The texts and activities required are on the two cards below, A1) and A2). Each pair requires one set of cards. The cards should be copied or glued back to back so that the students cannot see both texts at the same time.

| | |
|---|-----------------------------|
| A1) | REPORTING WHAT SOMEONE SAID |
| <p>a) What do they do in the dialogues? Maria has just met an English tourist. Write the numbers in the boxes next to the dialogue. ① Asking for information ② Giving information ③ Making a suggestion</p> <p>○ Tourist: Can you go skiing near here? ○ Maria: Yes, sure you can. ○ Can you ski well or are you a beginner? ○ Tourist: Oh, I'm quite good. I go every weekend. ○ Maria: Well, in that case you can go to the Dachstein. ○ Tourist: I don't know where it is. ○ Maria: Well, I'll take you there.</p> <p style="text-align: center;">✂ ✂ ✂ ✂ ✂ ✂ ✂</p> | |
| <p>A2)</p> <p>b) Fill in the gaps to complete the report.</p> <p>This morning I met an English tourist who me if he <u>could</u> go skiing near here. I him if he <u>could</u> ski well or if he <u>was</u> a beginner. He me that he <u>was</u> quite good because he <u>went</u> skiing every weekend..... I that he <u>could</u> go to the Dachstein. He he <u>didn't</u> know where it <u>was</u> so I <u>took</u> him there.</p> <p>c) Discover the rule</p> <p>The underlined verbs are in the past tense. Can you guess why? Would the same tense be used in your own language?</p> <p>d) Report writing</p> <p>Imagine that you had a similar conversation with an English-speaking tourist. Write a short report about what happened and what was said.</p> | |

Procedure:

- a) Students work in pairs and first identify the functions of the utterances in the dialogue. Feedback may be given by the teacher at this stage. Students then fill in the gaps in the report.
- b) Students work in pairs and carry out the discovery task. The teacher may need to ask additional prompting questions.
- c) students work on their own and write an imaginary report about a similar incident. This will be a 'learning by using' activity and moves in the direction of the following learning stages (proceduralisation, performance).

This activity is based on exercise from *Your Ticket to English* (see below)

STEP 3

Reporting what someone said * *Berichten, was jemand gesagt hat*

• • 3.1 What do they do in these dialogues?

Write the numbers in the boxes. Then complete the report.

- 1 Asking for information : asked
- 2 Giving information : said, told
- 3 Making a suggestion : suggested

Dialogue

- Tourist: Can you go skiing near here?
- Mary: Yes, certainly. Can you ski well or are you a beginner?
- Tourist: Oh, I'm quite good. I go every weekend.
- Mary: Well, in that case you can go to the Dachstein.
- Tourist: I don't know it.
- Mary: Well I'll take you there.

Report

This morning I met an English tourist who ...
 me if he could go skiing near here. I ... him
 if he could ski well or if he was a beginner.
 He ... me that he was quite good because
 he went skiing every weekend. I ... that he
could go to the Dachstein. He ... he didn't
 know it. So I took him there.

• • • 3.2 Discover the rule.

The underlined verbs are in the past tense.
 Can you guess why?



WUFF'S
GRAMMAR
SPOT

Über ein Gespräch berichten

| | | | | | | | | |
|----------------------------------|--|------------------------|-------------------------|------------------------|-----------------------------------|--------|------------------------|-----------|
| I asked him if he | <table border="0" style="width: 100%;"> <tr> <td style="border-right: 1px solid black; padding-right: 5px;"><u>could</u> ski well.</td> <td style="padding-left: 5px;"></td> </tr> <tr> <td style="border-right: 1px solid black; padding-right: 5px;"><u>was</u> a beginner.</td> <td style="padding-left: 5px;"></td> </tr> </table> | <u>could</u> ski well. | | <u>was</u> a beginner. | | Fragen | | |
| <u>could</u> ski well. | | | | | | | | |
| <u>was</u> a beginner. | | | | | | | | |
| He said told me | <table border="0" style="width: 100%;"> <tr> <td style="border-right: 1px solid black; padding-right: 5px;">(that) he</td> <td style="padding-left: 5px;"><u>was</u> a good skier</td> </tr> <tr> <td style="border-right: 1px solid black; padding-right: 5px;"></td> <td style="padding-left: 5px;"><u>went</u> skiing every weekend.</td> </tr> <tr> <td style="border-right: 1px solid black; padding-right: 5px;"></td> <td style="padding-left: 5px;"><u>didn't</u> know it.</td> </tr> </table> | (that) he | <u>was</u> a good skier | | <u>went</u> skiing every weekend. | | <u>didn't</u> know it. | Antworten |
| (that) he | <u>was</u> a good skier | | | | | | | |
| | <u>went</u> skiing every weekend. | | | | | | | |
| | <u>didn't</u> know it. | | | | | | | |

REPORTING WORDS AND IDEAS: PROCESS APPROACH

1. WHAT IS REPORTING?

- a) reporting takes place in the reporter's context - here and now. This provides the speaker's orientation
- b) we report the meanings of impressions that we remember, not the actual words
- c) we think back to the time of the meeting/conversation/thought
- d) whether anything was said does not actually influence the choice of tenses (see examples)
- e) the difference between 'now and then', 'here and there' leads to our choices of tense, time/place adverbs, pronouns etc.

2. EXAMPLES:

- a) *I didn't buy the toy car. It was broken.*
- b) *I didn't buy the toy car. The salesman told me it was broken.*

- a) *When I saw John, he was going to church.*
- b) *When I saw John, he said he was going to church.*

- a) *I could see you were ill and it was obvious that you wouldn't go to school yesterday.*
- b) *I thought you were ill and assumed you wouldn't go to school yesterday.*
- c) *Your mum said you were ill and that you wouldn't go to school yesterday.*

3. LEARNING OBJECTIVES:

- a) tense forms - not new for the learners
- b) use of tenses - not new for the learners
- c) mental processes when reporting - new for the learners

4. DOES 'BACKSHIFTING' ALWAYS TAKE PLACE.

- a) **Reporting:** the speaker does not identify with or doubts the information.
He said he was ill. He claimed he had never been to England!
- b) **Announcing:** the speaker not only reports but announces this information; he/she identifies with it. Quite common in the future.
*The doctor told my wife she is going to have a baby!
My wife said she has known for weeks.*

12. REPORTING WORDS AND IDEAS

137. REPORTING FACTS/ACTIVITIES (126). Complete the dialogue about Graham the liar.

- A: Graham told me his father was an airline pilot.
 B: What! His father is a plumber!
 A: And that his mother ... a clothes shop in Oxford St.
 B: She doesn't own it! She cleans it!
 A: He said his brother ... the English basketball team.
 B: Well, he must use a ladder. He's only half as tall as me!
 A: He told me ... an old castle.
 B: You're joking! He lives in the flat next door to me.
 A: He said that every year ... the Bahamas on holiday.
 B: He's never been out of England in his life.
 A: He said ... table tennis.
 B: What! I win every time!

Try to continue the dialogue. Use your imagination!

208 REPORTING FACTS (126) ☆

Lizzie is the editor of the school magazine. Last week she interviewed the new headmaster. Use the notes to report her questions and his answers.

- Lizzie asked him if he was married and he said that his wife came from Edinburgh and that she was a maths teacher.
- children? – no
 - pets? – dog, hamster
 - hobbies? – tennis, walking
 - favourite colour? – green
 - speak any languages? – French
 - musical instrument? – piano, not very well
 - holidays? – Cornwall, every year
 - like new school? – very much

DAVID NEWBY

GRAMMAR for Communication

212 REPORTING CHANGES/RESULTS (129)

Last week my parents went away and left my sister in charge of the house. When they got back, everything was in a terrible mess. My sister blamed it on every- else but herself! Can you guess what she told my parents? Write sentences using the verbs in the box.

eat – break – drink – kill – steal – leave – invite – tear – (not) do

- There was no food left. She blamed it on her friends.
She said that her friends had eaten all the food.
- There was no milk. She blamed it on me.
- Mum's necklace was missing. She blamed it on my aunt.
- She blamed the broken vase on the dog.
- The goldfish was dead. She blamed it on the cat.
- The curtains were torn. She blamed it on our two hamsters.
- The washing up hadn't been done. She blamed it on my brothers.
- There was an old man sleeping in the sofa. She blamed it on me.

216 REPORTING: ALL TENSES (124–129, AHA p128)

Choose a suitable reporting verb from the box and add the reasons. Use your imagination!

said – told – claimed – warned – promised – thought – knew – could see – expected

- The headmaster didn't punish me because *I promised I wouldn't do it again.*
- Mum phoned the police because
- Nancy's boyfriend left her because
- I didn't buy the radio because
- Our teacher gave us all some sweets because
- Jim didn't come to school yesterday because
- The police arrested my brother because
- I felt really happy yesterday because
- We didn't go to the lake yesterday because
- Sharon didn't do her homework yesterday because

Examples of written exercises

11 Language awareness

1 Read these three passages, each of which uses the present continuous.

- A ... And now the Royal Coach is turning into Parliament Square. There are thousands of people waiting in the Square, and everyone is standing on tiptoe, trying to catch a glimpse of the Royal Family. The children are all waving their Union Jacks ... Now the coach is stopping and the Queen is getting out. She's wearing ...
- B ... There are two continuing reasons for the danger of flooding. These are that London is slowly sinking and that the tides in general are rising. Not only is central London sinking on its bed of clay, but over the centuries Britain itself is tilting. Scotland and the north-west are rising, and south-eastern England is gradually dipping at a rate of one foot every hundred years ...
- C Having a lovely time in London. We're eating in some very expensive restaurants, and meeting lots of interesting people. I'm spending most of my time walking around central London and visiting museums. The Cup Final's tomorrow, so everyone is talking about football ...

All the passages are talking about 'now'. In what ways are they different?

2 Go back through the unit and find the exercise numbers that correspond to each of these uses.

108 PRESENT PROGRESSIVE: PRESENT CHANGES (68 C)

Vote for Capone!
Luigi Capone wants to be re-elected governor of his state. He is making a speech about how life in his state is improving. Choose words from the boxes to write some sentences for him.



| | | |
|-------------------------------|----------|---------------|
| inflation | fall | gradually |
| crime rate | rise | slowly |
| standard of living | increase | rapidly |
| unemployment | improve | steadily |
| prices | buy | more and more |
| public transport | go | |
| public services | | |
| people - own homes | | |
| people - luxury goods | | |
| people - holidays | | |

Example: *Inflation is falling rapidly. More and more people are buying their own homes.*

Writing Task

Imagine you are Luigi Capone's opponent. Write a speech to show that life is getting worse. (You can also practise reported speech in this exercise.)

Example: *Luigi Capone claimed that inflation was falling. That is not true! In fact, it is rising very rapidly.*

109 PRESENT PROGRESSIVE: ARRANGED ACTIVITIES (68 D)

Can you guess what they have arranged to do in the future?

1. Wayne is packing his skating boots and stick. *He's playing ice hockey this afternoon.*
2. Mr and Mrs Edwards are putting their passports in their pockets and some sunscreen in their suitcase.
3. Jack has just bought some flowers and a 'get-well' card.
4. Roxette has put on lots of perfume.
5. Diana has just packed up her violin and put on a black dress.
6. Ian has just opened his Italian recipe book and has put a bottle of red wine on the table.
7. Karen has gone to the airport with a bunch of flowers.
8. Martin is very nervous. He is making sure he knows 'To be or not to be' ...

EXERCISES

39.1 Put the verb into the correct form.

- 1 I didn't know you were in hospital. If ... *I'd known* ... (I know), ... I would have *gone* ... (I go) to visit you.
- 2 Ken got to the station in time to catch his train. If ... *(he/miss)* it, ... *(he/be)* late for his interview.
- 3 It's good that you reminded me about Ann's birthday. *(I/forget)* if ... *(you/not/remind)* me.
- 4 Unfortunately, I didn't have my address book with me when I was in New York. If *(I/send)* you a postcard, ... *(I/have)* your address, ...
- 5 A: How was your holiday? Did you have a nice time?
B: It was OK, but ... *(we/enjoy)* it more if ... *(the weather/be)* better.
- 6 I took a taxi to the hotel but the traffic was very bad. *(it/be)* quicker if ... *(I/walk)*.
- 7 I'm not tired. If ... *(I/be)* tired, I'd go home now.
- 8 I wasn't tired last night. If ... *(I/come)* home earlier, ...

39.2 Write a sentence with if for each situation.

- 1 I wasn't hungry, so I didn't eat anything. *... if I'd been hungry, I would have eaten something.*
- 2 The accident happened because the driver in front stopped so suddenly. *... if the driver in front ...*
- 3 I didn't know that George had to get up early, so I didn't wake him up. *... if I ...*
- 4 I was able to buy the car only because Jim lent me the money. *... if Jim ...*
- 5 Margaret wasn't injured in the crash because she was wearing a seat belt. *... if she ...*
- 6 You didn't have any breakfast – that's why you're hungry now. *... if you ...*
- 7 I didn't get a taxi because I didn't have any money. *... if I ...*

142 WILL: CONDITIONS + IF (AHA p97)

Uncle Luigi's English lesson
Lizzie's Italian Uncle is on holiday in Britain. He has asked Lizzie to correct his English. Can you help him with his 'if' sentences?



- Luigi: You want to learn Italian – I teach you.
Lizzie:
- Luigi: Your mama wants to give you away – I take you.
Lizzie:
- Luigi: Your friends come to Rome – my children show them the sights.
Lizzie:
- Luigi: The pupils at your school look for penfriends – I ask some teachers I know.
Lizzie:
- Luigi: You feel sad – I sing you some Italian songs.
Lizzie:
- Luigi: You want an Italian meal – Aunt Gina and I cook for you.
Lizzie:
- Luigi: Your papa no want you any more – I take you to Italy.
Lizzie:

143 WILL – CONDITIONS: OFFERS AND WARNINGS
(83 C, AHA p97)

Make an offer using an 'if' sentence.

- A: I'm worried that I'll miss the last bus.
B: *If you miss it, I'll take you home by car.*
- A: I hope it doesn't rain tomorrow. I haven't got an umbrella. B:
- A: The exercise is very hard. I don't know if I can do it myself. B:
- A: I hope the book doesn't cost more than £5. That's all I've got. B:

Now give a warning in the same way.

- A: I think I'll wear mum's dress to school tomorrow.
B: *She'll be very angry if she finds out!*
- A: I don't want to learn all that vocabulary for the test! B:
- A: I'm not going to put my raincoat on. I like the rain! B:
- A: I won't go to the airport yet. Planes always leave late. B:
- A: I'd love to stroke that rottweiler. B:

Use the notes below to write dialogues. (Make up the last few dialogues yourself.)

- Example:
1. A: (hold snake?)
B: (yes – two)
A: (where?)
B: (pet shop – garden)
- Have you ever held a snake?
Yes, I have. I've held two.
Where did you hold them?
The first time was in a pet shop and the second was when I found one in my garden.
2. A: (helicopter?)
B: (no)
A: (airplane?)
B: (yes)
A: (where?)
B: (Australia)
A: (what do?)
B: (uncle)
3. A: (read 'Murder on the Orient Express'?)
B: (yes)
A: (like?)
B: (supper)
A: (see film?)
B: (yes)
A: (like?)
B: (boring)
4. A: (sleep in open air?)
B: (3x)
A: (stay up all night?)
B: (2x)
A: (find any money?)
B: (bitten by dog?)

176 PERMISSION AND COMPULSION (96, 97, 99, 100) ⇨

It isn't fair!
Lizzie sometimes tells her parents that she is the only person in the class who isn't allowed to do something she wants to do or that she is the only person who has to do something she doesn't want to do. Look at the words in the box and see if you can guess what she says to her parents.
(Perhaps you say these things to your parents too ...)

| |
|--|
| be home by 10 o' clock – go to discos – stay out all night – go on holiday with her parents – go to church – call her parents by their first names – work in a shop on Saturdays – do the washing upyour ideas? |
| MODAL VERBS: I have to ... my friends don't have to ... I'm not allowed to ..., all of my friends are allowed to ... |

Example:
It isn't fair! Why do I have to be home by 10 o'clock? Nona of my friends have to be home so early. Martina is allowed to come home when she wants ...

195 WH QUESTIONS (116)

What do you think they asked? Write the questions. Use your imagination!

- A: *Why are you going to bed already?*
B: Because I feel tired.
- A:? B: A hamburger, please.
- A:? B: At 3 o'clock. It was two minutes late.
- A:? B: By plane – if I can get a ticket.
- A:? B: In Australia. He's been there for three years.
- A:? B: The postman. He brought an express letter.
- A:? B: Fantastic! We had seats in the front row.
- A:? B: Cornflakes usually – and sometimes toast.
- A:? B: All my life – and I never want to live anywhere else!
- A:? B: Let's go to France. I've never been there!

English in Use paper – standardisierte Reifeprüfung 2009

LUUE2

— / 10 P.

Task 2

You are going to read a text about Harriet Tubman, a spy in the American Civil War. Some words are missing from the text. Choose the correct answer (A, B, C or D) for each gap (14-23) in the text. Write your answers in the boxes provided. The first one (0) has been done for you.



Harriet Tubman: Civil War Spy

Harriet Tubman is well known for risking her life as a "conductor" in the Underground Railroad, which led (0) ... slaves to freedom in the North. But did you know that the former slave also served (Q14) ... a spy for the Union during the Civil War and was the first woman in American history to lead a military expedition?

During a time when women were usually restricted to traditional roles like cooking and nursing, she did her share of those jobs. But she also worked side-by-side with men, says writer Tom Allen, who tells her (Q15) ... story in the National Geographic book, *Harriet Tubman, Secret Agent*.

Tubman decided to help the Union Army because she wanted freedom for (Q16) ... of the people who were forced into slavery, not (Q17) ... the few she could help by herself. And she convinced many other brave African Americans to join her as spies, even at the risk of (Q18) ... if they were caught.

In one of her most dramatic and dangerous roles, Tubman helped Colonel James Montgomery plan a raid to (Q19) ... slaves from plantations along the Combahee (pronounced "KUM-bee") River in South Carolina. Early on the morning of June 1, 1863, three gunboats carrying several hundred male soldiers (Q20) ... Harriet Tubman set out on their mission.

Tubman had gathered key information from her scouts about the Confederate positions. She knew where they (Q21) ... along the shore. She also found out where they had placed torpedoes, or barrels filled with gunpowder, in the water.

(Q22) ... the early morning fog lifted on some of the South's most important rice plantations, the Union expedition hit hard. The raiders set fire to buildings and destroyed bridges, so they couldn't be used by the Confederate Army. They also freed about 750 slaves—men, women, children, and babies—and did not lose one soldier in the attack.

Allen, who writes about this adventure and many others, (Q23) ... Tubman well through the months of research he did for the book. The historic details he shares bring Tubman and many other important figures of her time to life.

LUUE2

0 / escaped / by / excited / everyone / just / be hanging / exclude / between them / were hiding / For / knew

B captured / as / fictional / all / even / being hanged / drive / along with / had been hidden / Though / liked

C fled / like / exciting / some / always / been hanged / expel / while / has hidden / Because of / got to know

D tortured / for / supportive / any / especially / be hanged / free / next to / hid / As / admired

- Q14 A
- Q15 A
- Q16 A
- Q17 A
- Q18 A
- Q19 A
- Q20 A
- Q21 A
- Q22 A
- Q23 A

| | | | | | | | | | | |
|---|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 0 | Q14 | Q15 | Q16 | Q17 | Q18 | Q19 | Q20 | Q21 | Q22 | Q23 |
| A | | | | | | | | | | |

Oral grammar activities

WHAT'S THEIR INTENTION?^{3*}

1. I haven't got very much money at the moment so I ...
2. I didn't get a very good mark in my last English test so I ...
3. My dad thinks he spends too much on petrol so he ...
4. Lizzie thinks her boyfriend is rather boring so she ...
5. It's mother's day tomorrow so I ...
6. Mike's best friend's in hospital so he ...
7. My dad really hates his job so he ...
8. My dad never does any housework so mum ...
9. Our dog keeps biting the postman so we ...
10. I can't read the blackboard properly so I .

GOOD FRIEND - BAD FRIEND*

1. My family and me are going camping to Scotland at Easter.
2. My dad's going to get a new car tomorrow.
3. I'm going to have tea with my English teacher on Saturday.
4. I'm going to start judo lessons next week.
5. My sister's going to work on a farm in the summer holidays.
6. I'm going to play my guitar at a pop concert next week.
7. I'm going to fly for the first time next week.
8. I'm going out with a French boy/girl on Saturday.

PREPGRID - INTERMEDIATE

London; (a/the) prison; (the) weekend; (the) station; last Monday; five minutes; Christmas; (the) radio; two days; (an) aeroplane; (the) night; tomorrow; yesterday; (a/the) church; January; (a/the) school; the next few days; Saturday evening; (a/the) post office; (the) television; (a/the) bank; (the) world; (the) bed; midnight; (a/the) bus; (the) street; (a/the) cinema; an hour; Queens Road; (the) summer; work; my birthday; (a/the) town; home; last week; 1991; winter; (a/the) house; next week; Tuesday morning; (the) weekend; (a/the) hospital; Saturday; (the) holidays; (a/the) party; (a/the) park; (a/the) night; breakfast;

CHANGE IT BACK: ACTIVE OR PASSIVE?*

Try to change the following sentences into the passive. Then read them and decide how they sound. If you think they sound better in the active form, change them back again. Write down your final choice.

1. My sister had a baby last week.
A baby was had by my sister last week. (???????) ACTIVE!!
2. The dog jumped over the fence.
3. A flash of lightning knocked him into the river.
4. My sister knocked my front teeth out with a baseball bat.
5. My mum married my dad in 1965.
6. A bishop married my mum and dad.
7. They painted their house during the holidays.
8. Rembrandt painted this picture.
9. Four girls kissed me at the party.
10. She kissed her boyfriend in front of the headmaster.
11. I used mum's computer last night and broke it!
12. Pupils use computers at our school but they often break them.

³ All *exercises from Newby, D. *Grammar for Communication – Exercises and creative activities*

RECENT ACTIVITIES – PRESENT PERFECT PROGRESSIVE

*

- | | |
|------------------------------|---|
| 1. Why is the grass wet? | 5. Why has Brian got red lips? |
| 2. Why do you look so happy? | 6. Why do you look so bored? |
| 3. Why are Mary's eyes red? | 7. Why have you got wet hair? |
| 4. Why is Tim so tired? | 8. Why are your hands covered with blood? |

Charlie Chaplain film - cry - cut up meat - dance all night - do grammar exercises - kiss girlfriend - rain - swim

MANNER MIMES*

My name is **Ken/Kate Price** and I *kiss passionately*.

- | | |
|--|---|
| 1. Robert/Ruth Frank ... run fast; | 9. Wayne/Wanda Harris ... work hard; |
| 2. Eric/Emma North ... eat noisily; | 10. Larry/Linda Hope ... laugh happily; |
| 3. Simon/Sandra Bell ... sing beautifully; | 11. Andrew/Anne Parks ... ask politely; |
| 4. Tom/Tina Quinn ... talk quietly; | 12. Walter/Wendy Nott ... write neatly; |
| 5. Sid/Sue Swan ... smile sweetly; | 13. Stuart/Sandy Brook ... ski badly; |
| 6. Colin/Carol Bond ... cry bitterly; | 14. David/Diana Nish ... drive nervously; |
| 7. Will/Wendy Smith ... walk slowly; | 15. Harry/Helen Hunt ... hit hard |
| 8. Sean/Sheila Asher ... shout angrily; | |

ADVERBS OF MANNER – COLLOCATION*

Which go together? Find pairs from each box and form sentences. Have a classroom competition to see which group can make the most sentences.

| |
|--|
| cut - examine - explain - hit - hold - hurt - miss - shine - speak - understand - win - work - write |
|--|

| |
|--|
| badly - brightly - carefully - clearly - easily - hard - neatly - politely - properly - rudely - terribly - thoroughly - tightly |
|--|

Examples: *I cut my finger very badly. Romeo misses his girlfriend terribly.*

ADVERBS OF FREQUENCY - BOX RACE*

| |
|---|
| Aunt Sally brings I go I will Jim loses Mary has been Mum is Tim goes We have |
|---|

| |
|--|
| a sports lesson his temper in a bad mood love you me a present to the dentist to bed at nine to London |
|--|

| |
|---|
| always every six months nearly always never occasionally sometimes twice a week usually |
|---|

NATIONAL PREJUDICES!*

Choose words from each of the three boxes and make sentences. Add your own opinion if you want.

| |
|---|
| English, Italian, German, French, Chinese, Spanish American, Japanese (your ideas) |
|---|

| |
|---|
| food, weather, wine, people, men, cars, women, music, language, beer, tea, humour, (your ideas) |
|---|

| |
|---|
| good, bad, (un)friendly, difficult, romantic, strong, beautiful, strange, reliable, (your ideas) |
|---|

Example: *English food is supposed to be very bad, but I think it's fantastic!*

| I AM UNIQUE because ... | Name: |
|--|-------|
| I am the only person in this room who (every day) | |
| I am the only person in this room who (every week) | |
| I am the only person in this room who (yesterday) | |
| I am the only person in this room who (in the summer holidays) | |
| I am the only person in this room who (next week) | |
| I am the only person in this room who has | |
| I am the only person in this room who has never | |
| INSTRUCTIONS: 1) Each person fills in the chart. 2) Walk around the room and ask questions to find out if you really are unique: eg <i>Do you play table tennis every week? Are you going to go shopping for your grandma next week?</i> 3) Change sheets with someone else in the group and read out his/her profile. eg <i>This person goes to judo every week.</i> The others have to guess who the person is. <div style="text-align: right; font-size: small;">© David Newby, 2010, May be photocopied for classroom use only.</div> | |

The Experience Game: who has had the most exciting life?

Play in groups of four. Take it in turns to ask questions and fill in the scores after each answer. When you have finished, add up the scores and find the winner.

QUESTIONS: 'Have you ever ...?'; 'How many times/often have you ...?'

SCORING: never = 0; once = 1; twice = 2; several times = 3; lots of times = 4

| QUESTIONS | 1. name | 2. name | 3. name | 4. name |
|--|---------|---------|---------|---------|
| 1. sleep in the open air (no tent!) | | | | |
| 2. go to a different continent | | | | |
| 3. stay up all night | | | | |
| 4. act/sing in public | | | | |
| 5. win a prize or competition | | | | |
| 6. fall in love | | | | |
| 7. go to a pop concert | | | | |
| 8. swim in a lake/ the sea at midnight | | | | |
| 9. be on TV/the radio | | | | |
| 10. work in the holidays | | | | |