

UNIVERSITY OF JYVÄSKYLÄ

BRUSH UP YOUR GRAMMAR

A teaching material package for a preparatory course of English

A Pro Gradu Thesis

by

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Kielioppi on tärkeä osa vieraan kielen opiskelua. Siihen tulee kiinnittää huomiota myös opetuksessa, jotta oppilaat oppisivat tuottamaan kieltä oikeakielisesti. Oppilaiden tulisi kuitenkin oppia myös viestimään sujuvasti vieraalla kielellä. Focus-on-form -opetuksessa nämä molemmat kielenoppimistavoitteet on otettu huomioon: se on yhdistelmä kommunikatiivista kielenopetusta sekä kieliopin opetusta todellisia kielenkäyttötilanteita muistuttavissa konteksteissa.

Tämä opetusmateriaalipaketti on suunniteltu käytettäväksi englannin abiturienttikursseilla. Materiaalipaketin kohderyhmän muodostavat lukion oppilaat, jotka ovat suorittaneet kaikki kuusi lukion pakollista englannin kurssia ja valmistautuvat ylioppilaskirjoituksiin. Materiaalipaketin tarkoituksena on tarjota mielekkäitä harjoituksia englannin kieliopin kertaamiseksi sekä parantaa oppilaiden oikeakielisyyttä näillä kieliopin osa-alueilla. Materiaali muodostuu focus-on-form -opetukseen pohjautuvista kommunikatiivisista pari- ja ryhmätehtävistä, jotka tarjoavat oppilaille tilaisuuden harjoitella englannin kielioppirakenteiden käyttöä mielekkäissä ja luonnollisissa konteksteissa.

Opetusmateriaalipaketin oppitunnit koostuvat kolmesta vaiheesta: jokainen kurssilla kerrattava kielioppiasia esitellään ensin jossakin todellisuutta muistuttavassa kielenkäyttötilanteessa, tämän jälkeen oppilaille annetaan mahdollisuus harjoitella tämän rakenteen käyttöä kommunikatiivisissa tilanteissa, ja lopuksi, tai jo harjoitusten aikana, opettaja antaa palautetta oppilaiden tuotosten oikeakielisyydestä kerrattavan rakenteen osalta. Kielioppivirheisiin puuttuminen on tärkeää, jotta oppilaat huomaisivat mahdolliset erot oman englannin kielensä sekä oikeakielisen englannin välillä.

Asiasanat: grammar. teaching grammar. focus-on-form instruction. preparatory course in English.

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1 INTRODUCTION

Knowing the grammar is an essential part of knowing a language. In order to be able to use a language, we have to know how to put its different components together, i.e., to know its grammar. Despite its obvious importance, there have been discussions over the time whether grammar should be taught or not.

The views have varied from theoretical grammar teaching to natural learning without no grammar teaching at all (Richards and Rodgers 1986). The traditional, teacher-led grammar-translation method has given way to modern immersion programs (e.g., Krashen 1982). However, no approach seems to lead into perfect results: students seem to learn either to produce grammatically correct sentences out of context or to communicate fluently, but ungrammatically (e.g., Lightbown and Spada 1990).

The language teaching approach that attempts to connect the opposite ends and to take advantage of their best sides has become known as the focus-on-form approach (Long 1991). It combines communicative language use with grammar instruction in context. The idea is to engage students in meaning before paying attention to linguistic features (Long 1991). It is emphasised in focus-on-form instruction that even though the aim is to promote accuracy, the primary focus should always be on meaningful activity (Long 1991, Long and Robinson 1998).

In Finland, there is a tradition of organising preparatory courses before the matriculation exam. Preparatory courses in English are very popular, because English is an obligatory subject of the exam. A lot of material has been developed for these courses, but most of them seem to be examples of traditional grammar teaching: the activities consist typically of exercises where students fill in the missing structure types of or of translating sentences. Neither of these two types of activities involves meaningful communication that is important for language learning (e.g., Krashen 1982). There seems to be little teaching material in which attention is paid both to meaning and to form.

In the present material package an attempt is made to provide such teaching material to be used in preparatory courses for students who want to revise English before taking part in the exam of English as a part of the matriculation exam. The target group consists of students who have already passed all the obligatory courses in the English language in the upper secondary school. These students are familiar with the basic structures of English grammar, but they might feel that they do not master their use well enough in order to succeed in the test.

The focus-on-form approach is claimed (Williams and Evans 1998) to be especially suitable for learners who already have partial mastery of target structures. Therefore in the present material package is based on it. The teaching material package aims at providing learners with meaningful activities that focus on grammatical structures without isolating the structures from their natural contexts. The lessons in the present teaching material package consist of three different stages suggested for the focus-on-form instruction in teaching English as a foreign language: an introduction to the coming activity, communicative activities focusing on the target structure and feedback on students' performance in the activities.

The teaching material package is preceded by a discussion of teaching grammar. Chapter 2 acknowledges the diversity of the concept of grammar. As the course focuses on revising English, different ways of teaching English are discussed in Chapter 3. The teaching material is based on the focus-on-form approach, and therefore the theory behind it is outlined in Chapter 4. Chapter 5 provides a framework for the material package explaining the working methods. Chapter 6 concludes the discussion recognising the problems of the material package and giving suggestions on how to develop the material. The material package itself (Chapter 8) provides material for a standard length course in the upper secondary school, i.e., 30 lessons in all. The teacher is given instructions on how to proceed in carrying out the activities and provided with the material to be used in the course.

2 THE CONCEPT OF GRAMMAR

“Grammar is the ways that words can be put together in order to make sentences.” (*Collins Cobuild English Dictionary* 1995:732).

The definition above is a traditional explanation for the term grammar. It expresses what is often considered the basic function of grammar: the ways that language is used to combine words or bits of them in order to form longer units of meaning for communicative purposes. But that is just one way of understanding the term. In reality the concept of grammar is far more complex depending on the point of view one takes.

2.1 Types of grammar

Every adult speaker of a language has some type of “mental grammar”, i.e., a form of internal linguistic knowledge that is used for the production and recognition of appropriately structured expressions in that language (Yule 1985:69). This kind of “grammar” is subconscious and does not result from teaching. The second type of grammar is considered “linguistic etiquette”, a system of a language that its speakers use or the guidelines of “correct” language usage (Yule 1985:69, Derewianka 2001:241). A third view of grammar involves the study and analysis of the structures found in a language, eg. morphology, (the structure of the words), and syntax, (the order in which words can appear), often aiming at describing the grammar of a particular language as distinct from the grammar of some other language (Yule 1985:69, Derewianka 2001:241). This type of grammar can be divided into two main categories: descriptive grammars and pedagogical grammars, which can still be divided into subtypes according to the following figure adapted from Dirven (1990:1).

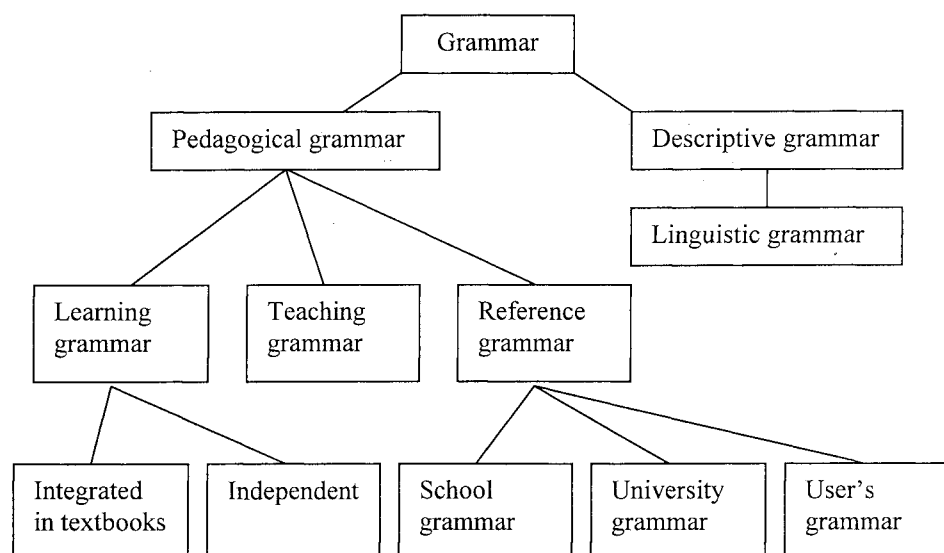


Figure 1.: Types of grammar (Dirven 1990)

2.2 Pedagogical grammars

A purely descriptive grammar can be either a linguistic grammar or another type of reference grammar, which Dirven calls a user's grammar. The term pedagogical grammar he defines as "a cover term for any learner- or teacher-orientated description or presentation of foreign rule complexes with the aim of promoting and guiding learning processes in the acquisition of the language" (Dirven 1990:1). The term covers both learning and teaching grammars: it comprises grammar as an activity (presentation), as a learning process and as a part of a competence to be acquired. But a pedagogical grammar can be also descriptive, eg. a school grammar.

For language learners in a classroom setting grammar means most often a textbook on grammar accompanied with related exercises. Such books are considered pedagogical grammars, and when dealing with them, the very basic definition of grammar above is adequate. All pedagogical grammars are simplified versions of more theoretical grammars, but often they are not drawn only from one, but from several different theories, and the knowledge they contain is made available to learners by the teacher and by textbooks (Derewianka 2001:241-242). Their aim is to promote and guide language

learning (Dirven 1990:1). In order for pedagogical grammars to be efficiently applied and useful in language learning, it is important to know the theoretical grammars that they are based on.

2.3 Grammatical paradigms

There are numerous types of theoretical grammars in use, each based on different principles and approaches to language. Not all of them can be discussed here, and therefore only four broad grammatical paradigms that have had a significant influence on language teaching are reviewed as a basis for understanding the main language teaching methods.

For most people the term grammar is associated with traditional grammar. It is based on classical grammars and refers to a set of rules of a language, which govern how sentences can be constructed (Derewianka 2001:240, 264). As mentioned earlier, native speakers of a language automatically know these rules, and even though they cannot always articulate them, they can easily distinguish an ungrammatical form. For example, according to the rules of English the sentence *She goes swimming every Tuesday* is grammatically correct, while the sentence *She go swimming every Tuesday* is ungrammatical, although the meaning can be understood. Undoubtedly, it is usually better to communicate with such ungrammatical sentences than not communicate at all, but the traditional grammar suggests that language learners need to know the rules well enough in order to use the language successfully. And in fact, it cannot be denied that there is clearly a difference between *The police shot the robber* and *The robber shot the police*. Similarly, learners need to master the grammatical rules to know which signifies more, *tooth* or *teeth*.

The primary concern in traditional grammar is with the forms of grammatical structures and their relationships to one to another, rather than with their meanings or their uses in different contexts (Lock 1996:1). Traditional grammar divides sentences into parts labelling the parts as nouns, verbs, pronouns etc., providing in that way the terminology of talking about the language that is still widely used (Derewianka 2001:245-246). The terminology

is typically found in textbooks on grammar within rules of usage such as *A sentence must not end with a preposition* and *Infinitives must not be split*. As traditional grammars are prescriptive, i.e., suggest how language should be used on the basis of immutable rules derived from classical languages, they are often inflexible and incapable of dealing with real-life language (Derewianka 2001:245). On the contrary, the rules of usage reflect preferences for fossilised forms that are no longer used in normal everyday language (Derewianka 2001:247). Often sentences that have been made up to illustrate different grammatical rules are used for analysis rather than sentences drawn from real world sources (Lock 1996:1)

Traditional grammar considers breaking the rules “bad” grammar and therefore avoidable. But in reality such rules are constantly broken in everyday language use even by native speakers. This is what a structural grammar describes; instead of giving explicit rules of language usage it outlines patterns and structures of a language explaining how its speakers use it, the focus being on the spoken language (Derewianka 2001:247-249). Accordingly, a structural grammar language is a set of behaviour patterns common to all speakers of that language and different from other languages (Derewianka 2001:247-248). Whereas traditional grammar divides sentences into parts, structural grammar breaks words down into the components, e.g., the word *listened* consist of two components: *listen* (the base word) and *-ed* (action in the past). As a structural grammar emphasises structure ignoring other aspects of a language, such as function and meaning, its implication to language teaching is to provide information that can mainly be used to design illustrative dialogues and mechanical drills to fix sentence patterns (Dirven 1990:6, Cook 1991:17-18, Derewianka 2001:250). In structural grammar classrooms there is no overt discussion of grammar but the usage is dealt with through structures selected by the teacher (Derewianka 2001:265). It has been argued that this kind of approach to language does not enable learners to use the language to communicate appropriately in real contexts (Lock 1996:265).

A chomskyan transformational generative grammar disagrees with structural grammar claiming that language is not just a set of habits but rule-governed

behaviour based on universal structures common to all languages (Derewianka 2001:251). It claims that language learners have innate knowledge of these rules and therefore teaching grammar would be pointless; guiding learners to be exposed to the language would be enough to make them competent language users (Dirven 1990:7, Derewianka 2001:251). A transformational generative grammar focuses on the study of syntax, which it considers the central component, neglecting semantics (Dirven 1990:7).

Functional grammars have taken the opposite view: they approach language as a system of meanings rather than that of rules or structures and analyse what people do through language; how they make and exchange meanings (Lock 1996:1, Derewianka 2001:256, 265). Rather than insisting on a clear distinction between grammatical and ungrammatical forms, the focus is usually on the appropriateness of a form for a particular communicative purpose in a particular context. Consequently, functional grammars emphasise that language use varies according to context, e.g., the language used for chatting with a friend can be very different from the language used in a formal letter, and that it is important to be able to use appropriate language in different situations (Lock 1996:1-3, Derewianka 2001:261-262). Usually data from authentic texts in specific contexts is used for analysis (Lock 1996:1). Functional grammars promote learning to use the language for real-life purposes instead of simply laying out rules of usage (Lock 1996:3, Derewianka 2001:262). Thus they are especially useful for language learners most of which study the language in order to be able to communicate with other speakers of the language.

The following table adapted from Derewianka (2001:264-265) is a summary of how some key concepts of grammar are perceived by the different grammars discussed above.

	Traditional	Structural	Transformational	Functional
<i>View of language</i>	Sees language as a set of rules	Sees language as a set of habits	Sees language as characterised by rule governed creativity	Sees language as a system of meanings
<i>View of grammar</i>	Rules of formation and usage	Building blocks which combine in various structures	An innate device in the human mind	A resource for making meaning in social contexts
<i>Form vs. function/ Meaning</i>	Primarily concerned with form though traces of function	Entirely focused on structure with little reference to meaning or function	Emphasis on syntactic form with more recent interest in semantics	Principled relationship between form and function
<i>Degree of similarity between languages</i>	Languages are different but can be made to conform to classical grammatical descriptions	Each language is unique and must be described on its own terms	All languages have in common an underlining universal grammar	Certain principles are universal but language use varies according to context
<i>Mode emphasis</i>	A grammar of the written mode	Language is speech not writing	Not concerned with mode	Shows how we draw differently on the language system in speaking and writing
<i>Unit of analysis</i>	Parts of speech and their combination	Phonemes, morphemes and relatively simple syntax	Phonemes through to complex syntactic forms	Text, clause, group, word, phoneme
<i>Classroom implications</i>	Overt teaching of rules, often as an end in themselves	No overt discussion of grammar but teacher's knowledge of grammar guides selection of structures	Teacher's knowledge of acquisition sequence guides selection of input/data from which students hypothesise	Discussion of relevant point in context to heighten language awareness and appropriate use

Table 1.: Key features of grammatical paradigms (Derewianka 2001)

As the usefulness of a certain type of grammar depends on the purpose for which it is used, it is impossible to say which grammar works best in language teaching. But as the teacher is the interface between linguistic theory and the

learner they need to be familiar with a variety of descriptions of grammar in order to be able to evaluate their usefulness in teaching contexts (Derewianka 2001:268).

3 TEACHING GRAMMAR IN THE L2 CLASSROOM

Getting the message through has become the most important goal in language teaching. Consequently, knowing vocabulary and mastering comprehensible pronunciation are very important. But this does not mean that grammar is not needed anymore. However important the other components of language may be, they are connected to each other through grammar. Knowledge of grammatical rules is essential: you must know how to put words together in order to use them. A serious grammatical error can even prevent the message from getting through. Although the importance of knowing grammar is obvious, there has been discussion over the time whether grammar should be taught in the formal language learning environment, i.e., in the classroom, and if so, how it should be done; how to put into practise the theoretical grammars presented above.

3.1 From traditional teaching methods towards more communicative approaches

The origins of grammar teaching lie in the teaching of classical Latin centuries ago. Students were made to learn the rules of Latin grammar by heart and to practise them by translating meaningless sample sentences (Richards and Rodgers 1986:2). As modern languages began to enter the curriculum of language teaching, they were taught using the same methods that were used for teaching Latin; after all it was the language of knowledge and education and consequently its grammar was thought to be the best (Yule 1985). The goal was not speaking the foreign language but grammatical accuracy in writing and ability to read texts. Little or no systematic attention at all was paid to speaking and listening (Richards and Rodgers 1986:2). This kind of approach is known as traditional instruction.

The focus in traditional instruction, in approaches such as grammar-translation method, which was a dominant language teaching method a few decades ago but is still used in some classrooms, is on the language itself. It is based on the assumption that explicit, conscious knowledge of grammatical structures can

be converted into implicit, automated knowledge through practising grammar rules (Richards and Rodgers 1986:4, Ruin 1996:104, Larsen-Freeman 2000:11-22). In the grammar-translation method knowing a language equates with knowing the grammar of the language. The teacher's goal is to make sure that students learn vocabulary items and grammatical rules of the language. For this purpose linguistic items are presented and practised in isolation, usually by grammar drills and exercises and by asking learners to memorise bilingual vocabulary lists and grammatical rules, and accuracy is given priority over meaningful interaction (Lightbown and Spada 1993:70-78). Learners' first language is used for giving instructions and explanation as productive fluency is not a goal in the grammar-translation method and as the learners are usually aiming at passing an examination rather than at using the language in communicative interaction (Richards and Rodgers 1986:4, Lightbown and Spada 1993:70-78, Larsen-Freeman 2000:11-22).

But the study of grammatical structures is not enough to lead into successful language learning. With traditional teaching methods students learn mainly to produce linguistic items in separate exercises, e.g., in exams designed to test learners' knowledge of specific items, while their fluency in the language and communicational skills develop very little (Larsen-Freeman 2000:23). Furthermore, research has shown that primarily grammar-based approaches do not guarantee that learners develop a high level of accuracy and linguistic knowledge (Lightbown and Spada 1993:83). As the demand for communication in foreign languages grew, new language teaching methods were needed.

The direct method was developed to meet these needs. It is underlined in the method that the purpose of language learning is to communicate and therefore learners are encouraged to use only the target language in the classroom (Larsen-Freeman 2000:23-33). Unlike in the grammar-translation method, the emphasis is on spoken language instead of written language and on the acquisition of the vocabulary through exposure to its use in communicative situations (Richards and Roberts 1986:9-10, Larsen-Freeman 2000:23-33). Consequently, the instruction is based on situations and topics in order to

provide learners with opportunities to communicate in the target language, and no explicit grammar rules are given: learners are expected to induce the rules from given examples.

By focusing on the exclusive use of the target language in the classroom the direct method was supposed to promote communicative proficiency in learners but such an approach proved to be too one-sided, failing to take into account the reality of the classroom and its difference from naturalistic first language learning (Richards and Roberts 1986:10-11). Communication was to be brought into the classroom in another way.

The audiolingual method is one of the oral-based methods following the direct method. Although the goal of the method for learners is to attain conversational competence, the structure of the language is emphasised like in the grammar-translation method: communicative competence is believed to develop through intensive oral drilling of the sentence patterns of the language (Richards and Rodgers 1986:44-63, Larsen-Freeman 2000:35-51). And like in the grammar-translation method, accuracy is considered very important, but unlike the grammar-translation method, learners are not asked to memorise grammar rules but they are expected to induce them from provided model sentences (Larsen-Freeman 2000:35-51). The emphasis in the audiolingual method is on habit-formation: students are expected to learn to use the target structures by memorising model dialogues until their use becomes automatic (Richards and Rodgers 1986:44-63, Cook 1990:179-184, Larsen-Freeman 2000:35-51). The teacher avoids letting learners speak freely, as this would allow them to make errors, which are considered as bad habits that should be prevented, but it was suggested instead that learners should build up their knowledge gradually by practising only correct forms (Lightbown and Spada 1993:79, Larsen-Freeman 2000:35-51).

Although the audiolingual method was supposed to promote oral fluency, students in such programs did not learn to use the practised forms outside the classroom (Lightbown and Spada 1993:81, Larsen Freeman 2000:121). Paying attention only to the structure did not work in this method as it did not in the

grammar-translation method either. Drilling does not demand that learners pay attention to meanings, they simply repeat the given model. And this cannot lead into real communication.

3.2 Zero option

The recognition that traditional instruction did not work as it was supposed to led to shifting the focus from grammatical forms to meaning. In contrast to traditional instruction, it was proposed that learners were able to absorb the rules from input provided in the classroom and thus there was no need for specific grammar instruction. Accordingly, the approach is called zero option (Ellis 1997:47). It favours natural language use emphasising the importance of creating opportunities for it and rejects any kind of intervention in language learning, such as special grammar exercises and error correction, the focus being on communication instead (Prabhu 1987:1, Ellis 1997:47). The most enthusiastic advocate for the abandonment of grammar instruction was Krashen (1981, 1982, 1985) with his theory of language acquisition, which emphasises the importance of learners' exposition to the language.

3.2.1 Krashen's Monitor Theory

Krashen's Monitor Theory (Krashen 1982) consists of five hypotheses: the acquisition-learning hypothesis, the natural order hypothesis, the monitor hypothesis, the input hypothesis and the affective filter hypothesis. All the hypotheses aim at proving the inutility of grammar instruction.

Krashen argues that there are two approaches to learning a language: it can be acquired or learned. He explains that learners acquire a language subconsciously by engaging in meaningful interaction in the second language with no attention to grammatical forms. On the other hand, a language is learned via a conscious process of study and attention to form and error correction, often in formal language classrooms with traditional teaching methods. Krashen claims that acquisition is by far the more important process,

as according to him it is only acquired language that is readily available for natural and fluent communication, and so learning cannot turn into acquisition.

According to the natural order hypothesis, the rules of a language are acquired in a predictable sequence, which is independent of the order in which the rules have been taught. Krashen justifies this hypothesis by morpheme studies by various researchers, which show that learners pass through similar stages in development. Krashen suggests that the natural order should not be disturbed by teaching grammatical structures for which learners are not ready.

Krashen argues that the acquired system is responsible for language speakers' fluency and intuitive judgements about correctness, while the learned system acts only as a 'monitor' polishing what the acquired system has produced. Furthermore, he continues, monitor use is possible only under certain conditions: sufficient time, focus on form and knowing the rules. Therefore, Krashen asserts, language teaching should focus on communication instead of rule-learning.

With the input hypothesis Krashen argues that a language is acquired only in one way: by the learner receiving comprehensible input. According to him the explicit teaching of grammar is useless, because learners cannot use explicit rules efficiently when communicating. He suggests that all a second or a foreign language teacher can or should do to facilitate acquisition is to provide comprehensible input, i.e., language addressed to learners that they can understand and that is just above their level of proficiency. In such conditions the ability to speak a second language, according to Krashen, develops on its own.

The affective filter hypothesis completes the conditions for language acquisition: in addition to comprehensible input, also low affective filter is essential for acquiring a language. By affective filter Krashen refers to the factors such as motives, needs, attitudes and emotional states, which have an influence on learners and to their ability to take the provided input "in". If a

learner is for example bored or stressed, his affective filter is up hindering acquisition.

The reliability of Krashen's hypotheses is very difficult to test experimentally and several second language researchers have criticised the Monitor Theory as being contradictory and lacking scientific evidence (for a review, see Larsen-Freeman and Long 1991:245-248). Despite the criticism, Krashen's theory has been taken as encouragement for developing communicative methods in language teaching (Lightbown and Spada 1993:29). His proposal of minimising grammar teaching has been adopted, because it rejects pedagogical approaches that emphasise linguistic accuracy over the ability to communicate, thus appearing to be more relevant to students' needs (Ellis 1997:43). Furthermore, the proposal may seem appealing to teachers as it can be quite easily applied in practice.

3.2.2 The communicative approach

In communicative instruction the goal is to learn the language itself rather than learning about the language as was the case in traditional teaching methods. It is based on the belief that a language is learned best when it is not treated as an object of study but as a medium of communication (Richards and Rodgers 1986:64-86, Larsen-Freeman 2000:121). Consequently, the emphasis is on using the language for everyday communication. Instead of grammar exercises, real-life material, such as newspapers and television programs, is recommended to be used in communicative classrooms and the teacher is advised to facilitate learning by using rich, modified input, i.e., to take into account the students' level of proficiency by using language they can understand and to introduce tasks that encourage negotiation of meaning between students and between students and teacher in order to make the input comprehensible (Lightbown and Spada 1993:70-78). Errors are seen as a natural part of language acquisition and are expected to work themselves out eventually, if learners remain motivated and if they have access to sufficient comprehensible input and/or opportunities for communicative interaction (Lightbown 1998:190). Communicative instruction has met with great success

as language learners who study in communicative classrooms seem to be generally more successful communicators than those in traditional classrooms (e.g., Harley and Swain 1984, Hammerley 1987, Lightbown and Spada 1990).

Probably the best known approach to communicative language instruction are Canadian immersion programs. These programs agree with Krashen's theory of language learning, as the target language is used as the language of instruction and means of communication in all subjects taught in school. This provides learners with the opportunity to learn their second language much in the same way as they learned their first language: through using it in natural and meaningful situations (Montgomery and Eisenstein 1985, Lightbown and Spada 1993:90). The input provided in the classroom is made comprehensible for learners to facilitate learning, as suggested by Krashen. And it seems to work indeed: studies show that students in these immersion programs develop very good, even native-like listening and reading comprehension skills and become confident in their use of the language (Harley and Swain 1984, Hammerley 1987, Lightbown and Spada 1990, Swain 1998). But when it comes to the productive skills of speaking and writing, immersion students are far from being linguistically competent.

As studies indicate, learners' abilities to use a language to "get by" improve with communicative instruction, but it does not ensure the development of target like proficiency. On the contrary, it has been claimed (Higgs and Clifford 1982, Hammerley 1987) that the communicative approach can even lead to the development of a broken, ungrammatical and pidginized form of the language, and to the fossilisation of learners' language. In their study on the interlanguage of immersion students Harley and Swain (1984) showed that even after 6-10 years of studying in an immersion programs students' first language still interfered their use of the target language. Swain (1985) found that immersion students performed poorly on a test of grammatical competence. Lightbown and Spada (1990) came to the same conclusion after having observed communicative language courses, as they found that students produced grammatically inaccurate language when no grammar instruction was provided.

It is difficult to create an acquisition-rich environment in the classroom, and often the input offered is deficient as simplified language is used to facilitate understanding. Some forms, for example past tense verb forms (Long and Sato 1983) and the conditional (Harley and Swain 1984), are quite infrequent in ordinary discourse students are exposed to, and therefore they do not learn to use such forms although they usually understand them. Although the simplified input may aid comprehension, it does not promote learning the target grammar but it may deprive the learner of useful structural information about the target language (Sharwood Smith 1986). Much of the input in the classroom comes also from other learners who use ungrammatical language, and grammatical errors that cause no breakdown in communication are likely to be accepted in communication situations and thus they may remain persistent in learners' language (Hammerley 1987, Prabhu 1987).

It seems that adult learners do not have the capacity of young children to acquire a language with native-like fluency simply by being exposed to it (Long 1990). There is evidence that adult learners whose experience in the target language is limited to communicative classroom, cannot achieve high levels of accuracy (Higgs and Clifford 1982). And even if adult learners have a prolonged natural exposure to the language, it may not result in native-like language use, although they might learn to speak fluently (Schmidt 1983, Pavesi 1986). Therefore they do not benefit from the communicative approach as much as was originally thought.

4 TEACHING GRAMMAR

4.1 Options in teaching grammar

As studies provided evidence that students in immersion and other programs based on communicative instruction did not need more exposure to the language but more attention to grammatical accuracy was needed instead, SLA researchers began to dispute the zero option, and other options were reconsidered. As noted, traditional grammar instruction promotes linguistic accuracy in separate exercises but not in communicative situations. In contrast, communicative instruction does result in fluency but not in accuracy. Therefore a third option in grammar teaching was needed.

Two different kinds of options in teaching grammar had already been applied in language teaching: an explicit approach, in which the focus had been either on forms like in traditional instruction, and an implicit approach with the focus on meaning like in immersion programs. It has been assumed in SLA research that pedagogical choices should be based on a view that language learning is either an explicitly taught process or an implicit, experiential process. Table 2 adapted from Doughty and Williams (1998:230) illustrates the dichotomy of explicit/implicit learning.

Domain	Explicit	Implicit
<i>IL knowledge (mental representation)</i>	Explicit (analysed) Rule-based	Intuitive Example-based
<i>Access to and/or use of IL knowledge</i>	Deliberate (effortful) Halting	Automatic (effortless) Fluent, skilled
<i>Learning Analysis Hypothesis testing Cognitive comparison Noticing gaps</i>	Deductive Intentional Aware Noticed	Inductive Incidental Inherent Unaware Imperceptible
<i>Attention</i>	Directed Conscious	Attracted Unconscious
<i>Development of control</i>	Practised Proceduralised	Experimental Automatised
<i>Teaching intervention</i>	Obtrusive Metalinguistic	Unobtrusive or none

Table 2: Explicit and implicit language learning (Doughty and Williams 1998)

In the table, explicit and implicit learning are presented as two separate concepts implying, for example, that if the aim is explicit learning, then learners' attention must be directed and not attracted to the target structure and that they must consciously attend to it. Or that only implicit learning can result in learners having a fluent access to their interlanguage knowledge. Doughty and Williams (1998:231) argue that this kind of a rigid division is unproductive and likely to result in inflexible approaches to language teaching. They reject the noninterventionist view that implicit learning implies no instruction. Instead, they (1998:229) recommend that choices across the columns in the table should be made suggesting that instructional intervention may be either implicit or explicit. For example, even when the goal of instruction is fluent and automatic access to interlanguage knowledge (choices from the implicit column), learning can still involve overt noticing (choices from the explicit column). The instructional technique that is the most suitable in teaching grammar depends on the language learning context.

A number of researchers (e.g., Sharwood Smith 1981) have argued opposing claim by noninterventionists that explicit knowledge resulting from formal grammar instruction can be converted through practice into implicit knowledge necessary for communication. Furthermore, research (e.g., Long 1983a, Larsen-Freeman and Long 1991, Ellis 1990, 1994) shows that learners who receive instruction outperform those who do not. Numerous second language scholars (e.g., Montgomery and Eisenstein 1985, Leech 1994, Williams 1995, Doughty and Williams 1998, Long and Robinson 1998) agree that communicative instruction should in addition to creating communication situations for learners also draw their attention to linguistic forms in order to lead to accurate language use. All this research contributes to the view that the language teaching approaches aimed at making learners more fluent producers of the language should not be exclusively focused on grammatical accuracy neither on meaning but a combination of explicit and implicit learning is necessary.

There are a number of possibilities to choose from when designing a syllabus for grammar instruction. Figure 2, adapted from Ellis (1997:79) illustrates a

system of the methodological options available in grammar teaching. The system contains a number of different levels with more detailed distinctions proposed at each level. As Ellis (1997:78) points out, the methods mentioned in the system options are not the only possible ones in grammar teaching, but the system can be expanded to include further methodological distinctions.

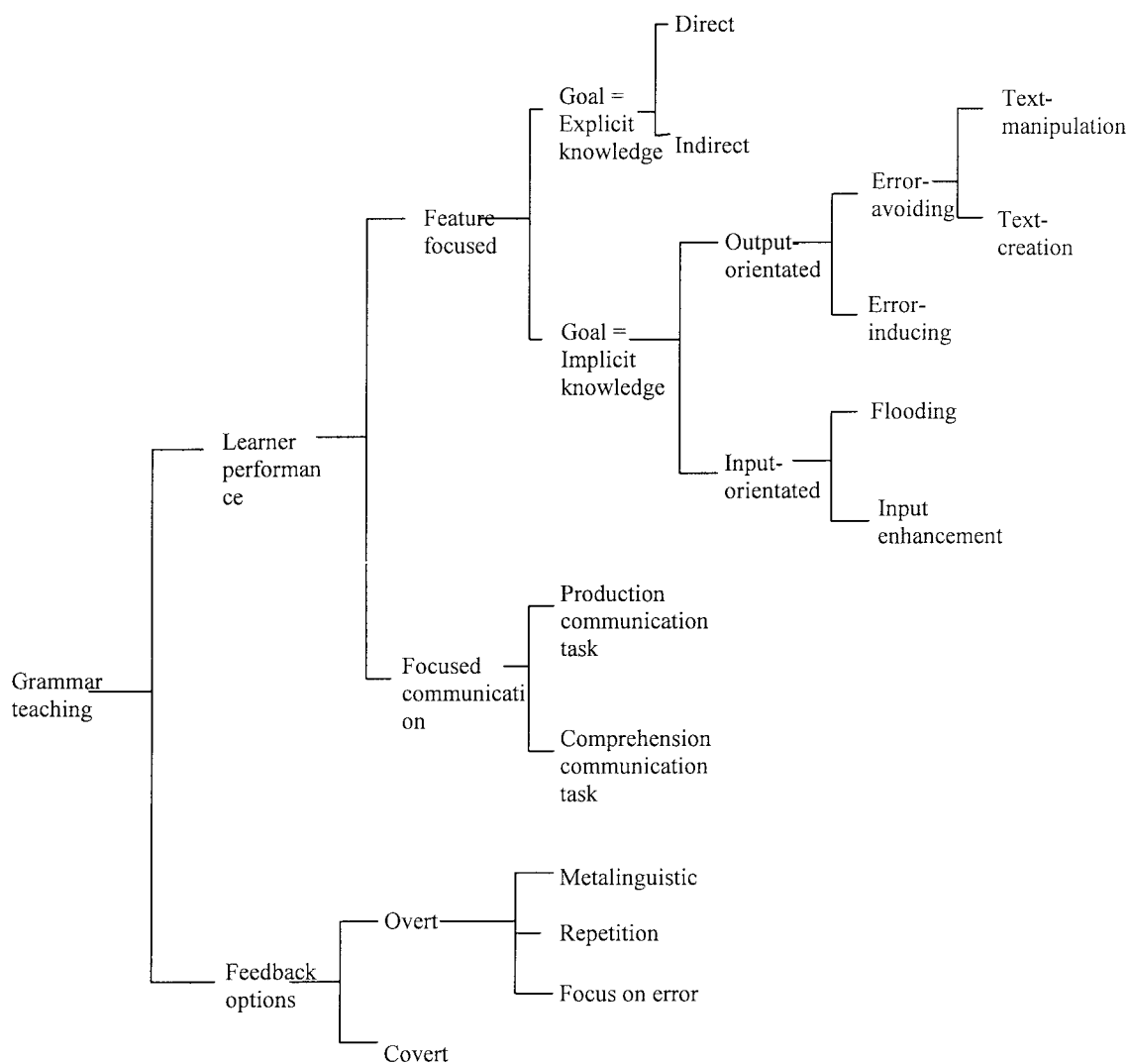


Figure 2.: System of methodological options (Ellis 1997)

A distinction between learner performance options and feedback options is made in the figure. Learner performance options are divided further into options available to the teacher for eliciting different learner behaviours that include the use of a target structure. Feedback options refer to the means of providing learners with information regarding their use of the target structure.

Learner performance options consist of several options that are divided into focused communication and feature-focused activities. Focused communication activities cater for incidental grammar learning: they are aimed at directing learners' attention to target structures during meaning based activities that can involve either production or comprehension.

Feature-focused activities refer to approaches such as traditional grammar teaching in which linguistic features are isolated from their context and taught one at a time. Thus feature-focused activity can be considered intentional grammar learning. Feature-focused instruction aims at either explicit or implicit instruction. In explicit grammar instruction the purpose is to teach about grammar so that learners develop a conscious knowledge about the rules of the language. Explicit instruction can be divided into two further options: direct explicit teaching, in which learners are supplied with a rule that they then apply in practice, and indirect explicit teaching, in which learners are provided with data that illustrates the use of the target structure. In implicit instruction learners are supposed to learn the target structure when engaged in a meaningful practice and be able to use it not only when they are consciously attending to it but also in communication. Implicit instruction can be input orientated, i.e., based on comprehension, or output orientated, i.e., based on production. Input orientated options include such tasks as flooding, in which learners are exposed to data containing the target structure, and input enhancement, in which the prominence of the target structure is increased. Output orientated activities can be error avoiding, such as text manipulation activities which are constructed in a way that they allow only one correct answer, or such as text creation activities that require learners to produce sentences containing the target structure. Output orientated activities can also be error inducing, i.e., learners are led to make an error and then given overt feedback.

Feedback options can be divided into two main options: overt and covert feedback. The former refers to explicit corrections of learner errors, i.e., learners' attention is drawn to a specific grammatical error. Overt feedback consists of three further options: metalinguistic feedback, repetition of

incorrect production, and focus on error. Covert feedback is more indirect: the error is not pointed out to the learner but rather the meaning of his/her utterances is confirmed, e.g., with a reformulation.

As Ellis (1997:78) points out, grammar teaching usually consists of one or more learner performance options combined with one or more feedback options. Clusters of options can be drawn from both of these two categories and combined. What kind of combination of options works best depends on the aim of grammar instruction and on the learners' stage of development.

4.2 Focus on form

Based on the evidence that communicative language teaching alone did not promote high levels of accuracy in learners and that traditional grammar teaching did not lead to successful communication skills, Long (1991) introduced a syllabus which he termed a "focus on form". It differs from the traditional approaches with a focus on forms, which involve only explicit grammar instruction, in that it combines communicative language use with grammar instruction in context.

Although explicit grammar instruction is recommended in addition to implicit instruction (Long 1991), focus on form does not mean a return to the traditional teaching of grammar. The crucial difference between these two approaches is that while traditional approaches that focus on forms isolate individual language elements, e.g., verb endings, from their context to be practised in separate exercises, focus-on-form instruction involves engagement in meaning before attention is paid to linguistic features (Long 1991). Learners' attention is drawn to linguistic elements only as they arise incidentally in lessons causing problems with comprehension or production (Long and Robinson 1998). It is emphasised that even though the aim of focus-on-form instruction is to promote accuracy, the primary focus should always be on meaningful activity (Long 1991, Long and Robinson 1998).

The focus-on-form approach has been influenced by the so called Interaction Hypothesis (Long 1983b), according to which interaction between learners and other speakers is crucial for language development. Especially important is the negotiation of meaning in real life communicative situations learners find themselves in. That is claimed to increase input comprehensibility without denying learners' access to the unknown vocabulary and grammatical forms, to which they might not be exposed in classroom, and to provide information about form-function relationship of the target language. Negotiation also elicits corrective reformulations of learners' utterances that preserve their intended meaning drawing their attention to mismatches between input and output and thus causing them to focus on form (Long and Robinson 1998).

4.2.1 Classroom research on focus on form

The idea of combining structural and functional instruction with communicative activities had been expressed earlier (e.g., Montgomery and Eisenstein 1985, Lightbown and Spada 1990), but Long's recommendation to use an indirect, context-based presentation of grammar forms instead of overt, teacher-led instruction was new. The proposition has stimulated further research (see Williams 1995, Robinson 1996, Doughty and Williams 1998) on methods for integrating grammar instruction with communicative language learning that enable learners to recognise the properties of target structures in context, and develop accuracy in their use.

Most of these studies are concerned with teaching in an ESL context, in which all communication is in English and thus there is plenty of input available in the target language. The studies can be divided into two different types. The first type of studies involves implicit grammatical instruction, i.e., the target grammatical point is not mentioned, and is based on the assumption that learners should be able to notice and process grammatical structures that they come across in communication. Doughty (1991) studied the effect of computer-based instruction on learners' acquisition of relative clauses and suggested that learners' attention could be directed to language forms effectively and their ability to produce the target structure could be improved

with meaning-orientated instruction if saliency and redundancy of forms were controlled sufficiently. Trahey and White (1993) and Robinson (1996) demonstrated that communicative input designed to draw learners' attention to the target structure, e.g., by providing numerous examples of the use of the language that included the target structure or by enhancing input (Sharwood Smith 1981, 1993) by highlighting it in communication, helped learners to notice the target structure and thus promoted its acquisition. However, it was reported that it did not reduce the use of ungrammatical forms along with the correct ones. Doughty and Varela (1998) found that drawing learners' attention to form by giving implicit negative feedback in the form of recasts improved accuracy when targeted at particular forms. But such feedback is less effective when it is given without focusing on any specific form (Lyster and Ranta 1997). Also explicit instruction provided before the activity has been suggested (Skehan 1996) to help learners to activate their previous knowledge of target structures or to facilitate awareness of the forms they will encounter.

Related to this suggestion, the second type of studies combines explicit grammar instruction with communicative activities. Fotos (1993) studied the effectiveness of formal, teacher-fronted grammar lessons and interactive, grammar problem-solving tasks in promoting noticing the target structure in subsequent communicative input. She concludes that even though both types of treatment are beneficial, formal instruction seems to lead into better results. Ellis (1995) found that learners' interlanguage development can be influenced by providing them short grammar lessons followed by communicative, enhanced input containing the target structure. Findings of Muranoi (2000) provide support for this claim of the positive role of explicit grammar instruction. He argues that interaction enhancement combined with formal instruction is more efficient in learning the target structure than combined with meaning-focused instruction.

Communicative activities are often followed by a review of the target grammatical feature including feedback on errors. Spada and Lightbown (1993) studied the effects of form-focused instruction and corrective feedback. The results support their earlier conclusion (Lightbown and Spada 1990) that

learners in a communicative language learning context benefit from form-focused instruction. Furthermore, they argue that in order to maintain the gains of instruction, consistent corrective feedback should be given, and learners should be pushed towards targetlike production in all of their performance in the classroom. Carroll and Swain (1993) studied the effectiveness of implicit and explicit feedback and concluded that explicit metalinguistic feedback was required for learners to achieve a high standard of accuracy. These findings are in sharp contrast with the view expressed by supporters of the so called zero option (e.g., Krashen's 1982) that learner errors should not be corrected.

In the updated version of the Interaction Hypothesis, Long (1996) claimed that implicit negative feedback, which can be obtained through negotiated interaction, facilitated target language development. Mackey (1999) presented support for this with her study on question formation in an ESL situation and claimed that one of the best ways to facilitate subsequent language development was learner participation in interaction that offered opportunities for the negotiation of meaning to take place. She reported that taking part in the interaction without negotiation or just watching it were not as effective. However, Muranoi (2000) argues that giving feedback is beneficial to all learners regardless of the participation type, even for those who do not receive it directly.

Although research shows that focus-on-form instruction in general is beneficial in language learning, it has been claimed (Williams 1995, Doughty and Williams 1998) that the second type of focus-on-form instruction, the combination of explicit grammar instruction and communicative activities, is the most effective kind in eliminating ungrammatical forms.

Both types of activity are based on the claim (Schmidt 1990, Fotos 1993) that learners develop awareness of grammatical structures after they have been given grammatical instruction or some kind of implicit treatment focusing on grammatical structures and that they tend to notice target structures in subsequent communicative input. This is suggested (Schmidt 1990) to encourage learners to compare correct forms with their own interlanguage

forms and restructure them thus facilitating acquisition. But in order for the effects to be long lasting, it is necessary to reinforce the focus-on-form treatment (Spada and Lightbown 1993), and therefore learners should be able to encounter the target structures frequently, not only in the classroom but in daily life as well (Williams 1995, Fotos 1998).

4.2.2 Choosing the forms to focus on

Harley (1993) suggests that the most suitable structures for focus-on-form instruction are those that

1. differ in nonobvious ways from the learners' first language
2. are not salient because they are irregular or infrequent in the input
3. are not important for successful communication
4. are likely to be misinterpreted or misanalyzed by learners.

As these structures can be linguistically very different from each other and their degree of complexity can vary, the same kind of instruction may not work for all of them. Williams (1995) proposes that for forms that are infrequent in the input, it may be enough to point out their existence and increase their presence in input and practice. Some other forms may be difficult to learn because of irregularities or subtle differences in usage, in spite of their frequency in the input. Williams suggests that such forms may require more explicit instruction and corrective feedback in order to make learners notice the gap between their own interlanguage and the target language construction. But she doubts if any kind of instruction is useful for structures that are superfluous for successful communication.

Also Doughty and Williams (1998:201) suggest that there are some forms, e.g., the English article system, that seem impermeable to instruction. However, Muranoi (2000) showed that even the learning of the article system can be facilitated with explicit grammar instruction. He argues that in teaching complex rules, a combination of explicit instruction, i.e., presenting the rules, and implicit instruction, i.e., providing examples, is beneficial for learners. But it should be noted that the positive effects in Muranoi's study were probably

due to the complex system of articles being reduced to a few reliable rules of thumb. Carroll and Swain (1993) also propose that explicit instruction combined with explicit metalinguistic feedback may be helpful for rules that are not clear-cut. These proposals give support to the claim (Fotos 1998) that focus-on-form activities are particularly useful for developing learner awareness of grammar structures which are too complex to be understood through formal instruction alone. What it comes to simple rules, it has been suggested that explicit instruction works better also for them than implicit instruction (see Doughty and Williams 1998, Long and Robinson 1998, Fotos 1994).

Doughty and Williams (1998:219) offer the following explanations for the phenomena that some forms can be acquired easier than some others.

1. Forms that are salient in the input: if learners notice the forms or constructions, they are more likely to acquire them than forms they have not noticed in any way.
2. Forms that have a communicative function or are meaningful in the input: Even if learners notice a form, without communicative function, its acquisition may be delayed.
3. Inherent difficulty of rules: learners tend to learn “easier” rules early and possibly never some “hard” rules. But it is difficult to define what is an easy rule, e.g., English third person singular -s seems like an easy structure but is surprisingly difficult to acquire.

Doughty and Williams (1998) suggest that when class time is limited, but there is input available, learners can be left to discover certain rules on their own, and teachers can concentrate on guiding learners to acquiring more difficult ones. However, they add that in foreign language classrooms it may be more effective to assist learners even in figuring out rules they might discover on their own, given the time and input.

4.2.3 Timing of focus-on-form instruction

The timing of focus-on-form instruction is significant. It has been suggested (VanPatten 1990, Celce-Murcia 1991) that any kind of focus on form is problematic for beginners, because simply understanding what they hear and read is difficult enough for them and they cannot concentrate on meaning and form at the same time. However, White (1998) found that even very young, beginners can benefit from implicit focus-on-form instruction, e.g., enhanced input, if the target structure differs from the learners' first language in a way that is evident to them.

There have been discussions whether instruction should be timed with the specific stages of development that are claimed to characterise the progress of the second language learners (e.g., Krashen 1985). Pienemann (1985) proposed in what he termed a teachability hypothesis that learners proceed through predictable stages as they acquire a second language irrespective of their first language. He claims that constructions that involve little manipulation of elements or little demand on short-term memory tend to be acquired early. For example, learners acquire *-ing* forms before the *-s* plural. A series of experimental studies by Pienemann (1989) provide evidence for his claim: the results show that learners benefit from instruction focused on linguistic features characteristic of their next developmental stage, whereas instructional intervention that targets too high or too low a developmental level is confusing or irrelevant. Pienemann suggests that teachers should identify the developmental stage at which learners are functioning and to target the next stage in creating or selecting instructional materials.

Applying the hypotheses into practice is more complicated: as Lightbown (1998:179) points out, only some of the developmental stages have been identified so far, which makes it impossible to design a syllabus relying on the knowledge of the stages that would cover everything learners need to know about a language. Furthermore, classes are usually so heterogeneous that developmentally targeted teaching would be very difficult to organise. Lightbown (1998:180) argues that if learners are exposed only to restricted

input containing linguistic structures that they have already acquired, it will affect patterns of development, because the acquisition sequence is dependant on learners being exposed to a variety of features. Lightbown (1998:188) agrees with Long's (1991, 1996) claim that although focus-on-form instruction cannot induce learners to skip developmental stages, providing focus on form can speed up the process.

Williams and Evans (1998) argue that the focus-on-form approach is particularly suitable for learners who already have partial mastery of target structures. They claim that learners who are ready to acquire the target structure will get the focus that they need without special instruction, if they have access to communicative input. However, they add that providing such a focus as part of instruction will get them there faster thus providing more evidence to the claim by Long (1991, 1996).

4.2.4 Task-based focus on form

Long's (1991) original proposition of the focus-on-form approach contained a suggestion that task-based language teaching was especially suitable for focus on form. He reasoned the suggestion by claiming that the use of tasks in language teaching provides opportunities for both target language comprehension and production.

As Loschky and Bley-Vroman (1993) define it, the difference between a task and a language exercise is that in tasks, unlike in exercises, the immediate criterion of success must be outside the grammar point itself. They have identified three degrees of involvement of a linguistic form in a task: task naturalness, task utility, and task essentialness. They define task naturalness as a grammatical construction that may arise naturally during the performance of a particular task, but the task can often be performed perfectly well without it. Task utility refers to the possibility to complete a task without the structure, but with the structure, the task is easier. Task essentialness means that the task cannot be successfully performed unless the structure is used. Therefore, as

Doughty and Williams (1998:209) suggest, for the purpose of focus-on-form instruction, task essentialness would be the most useful.

Communicative tasks are claimed to be important for both fluency and accuracy (Brumfit 1984, Ellis 1997:209). They aid fluency by enabling learners to activate their linguistic knowledge in natural and spontaneous language use situations, such as when taking part in a conversation. To accuracy, communicative tasks contribute by providing learners with a possibility to discover new linguistic forms during the course of communicating and by increasing their control over the forms they have already acquired. To qualify as a communication task, a task should have the following characteristics (Ellis 1997:209-210):

1. There has to be a communicative purpose.
2. There has to be a primary focus on message rather than on the linguistic code, although participants may need to attend to form from time to time.
3. There has to be some kind of gap (e.g., an information or opinion gap).
4. There has to be opportunity for meaning negotiation when performing the task.
5. The participants choose the resources, verbal and non-verbal, required for performing the task.

Communicative tasks can be divided into unfocused and focused tasks (Ellis 1997:210-11). In the case of the former, there is nothing in the task that requires participants attend to or use specific linguistic features. In contrast, in a focused communication task a linguistic feature is made prominent, but not in a way that makes the learner pay more attention to form than meaning. Focused communication tasks are what Loschky and Bley-Vroman (1993) defined task essentialness. Tasks that are based on comprehension are possible to design, but production tasks can be focused only to the extent that a particular structure is useful or natural, and not necessarily essential (Ellis 1997:201, Doughty and Williams 1998:209). Maintaining true communicativeness in a task is very difficult, because as soon as learners realise that the task is intended to provide focus on a particular structure, they are likely to stop treating it as an opportunity to communicate (Ellis 1997:216).

However, it is possible to bring some focus in a communicative task through clarification requests (Ellis 1997:211-212): if a learner produces an utterance containing an error in the target structure, the teacher can request clarification thus making the learner focus on the target structure. Although the task is not truly communicative from the teacher's perspective, from the learners perspective it remains as such if they treat the clarification request as a demand to improve the quality of the message and not a correction on their language. This kind of activity is claimed to improve particularly the accuracy of forms learners have already partially acquired (Ellis 1997:83).

In addition to tasks based on production, Ellis (1997:149) suggests two approaches that are based on comprehension: interpretation tasks and consciousness raising tasks (also referred to as problem solving tasks). The first aim at facilitating intake. This involves focusing learners' attention on the target structure in the input and enabling them to identify and comprehend its meaning. Instead of output processing for production, the processing of input for comprehension is emphasised and the use of interpretation tasks is required instead of production tasks. Ellis (1997:152) recommends a practice proposed by earlier research (Robinson 1996, Sharwood Smith 1993) that input should be enhanced in a way that learners notice the target structure and that learners need to be encouraged to notice a gap between their interlanguage and the input. Research shows that tasks based on comprehension result in better proficiency and they help learners to intake specific grammatical structures (Ellis 1997:152).

Ellis (1997:155-159) suggests general principles for designing interpretation tasks:

1. Learners should be required to process the target structures, not to produce it.
2. An interpretation task consists of a stimulus to which learners should respond.
3. The stimulus can be in spoken or in written form.
4. The response can take various forms but be always either non-verbal or minimally verbal.

5. The activities in the task can be sequenced to require first attention to meaning, then noticing the form and function of the grammatical structure and finally error identification.
6. As a result of completing the task, the learners should have arrived at an understanding of how the target form is used to perform a particular function in communication.
7. Learners can benefit from the opportunity to negotiate the input they receive.
8. Interpretation tasks should require learners to make a personal response as well as a referential response.
9. As a result of completing the task, learners should have been made aware of common learner errors involving the target structure as well as correct usage.

Furthermore, in order for interpretation tasks to be effective in acquiring the target structure, Ellis (1997:159) recommends the provision of immediate explicit feedback on the correctness of learners' responses as suggested by research (Lightbown and Spada 1990, Carroll and Swain 1993).

The use of consciousness raising tasks is a more indirect approach to facilitate language learning. The goal of such tasks is explicit knowledge of grammatical structures. This can be achieved by direct explanation, but in order to ensure that learners take active responsibility of their own learning, the use of tasks that help learners to develop explicit L2 knowledge for themselves is more suitable (Ellis 1997:160).

Ellis (1997:161-162) suggests that consciousness raising tasks can consist of several kind data. It can be authentic or contrived, oral or written, discrete sentences or continuous text, well-formed or deviant. The data can include a gap or not (i.e., whether the data have to be shared or whether each learner has access to all the data). And some operation such as identification, judgement, completion, modification, sorting, matching or rule provision, is required to be performed on the data. Ellis (1997:162) proposes that a task can be also carried out in a various ways: it can be performed individually, in small groups or with the whole class, and it can be conducted in a straightforward manner or in the form of a game.

Ellis (1997:163-164) emphasises that interpretation tasks and consciousness raising tasks complement each other and thus can be used together. In order to design a complete language programme all kinds of tasks described above should be used. Since interpretation and consciousness raising tasks induce noticing, they can be used together with production based tasks that provide opportunities to practise acquired forms.

4.2.5 Adapting focus on form for the EFL classroom

The original version of the focus-on-form approach, in which learners are only exposed to the target structure through modified communicative input and reactive approach, i.e., paying attention to linguistic structures only as they arise in communication, is recommended, does not seem to be, as such, suitable for the EFL classroom. As noted, a totally implicit focus-on-form approach depends on the availability of subsequent communicative input containing the target structure, and such possibility is lacking in the EFL context. There are few opportunities for communicative use of the target language not only outside the classroom, but often also in the classroom. Therefore some modifications are necessary so that focus-on-form instruction can be applied to EFL classrooms, too.

Fotos (1998) points out that, whereas in an ESL situation the focus-on-form approach is used to insert grammar instruction in the existing communicative framework, in an EFL context it provides an opportunity to introduce communicative language activities into traditional grammar based teaching. She suggests relying on the evidence provided by research on explicit grammar instruction combined with communicative activities that if focus-on-form instruction is modified to permit grammar instruction before communicative activities and feedback afterwards, learners in the EFL classroom, too, can benefit from it. That means applying a proactive approach to teaching, i.e., selecting in advance the structures that will be focused on. Fotos (1998) supports the suggestion by Skehan (1996) that an orientation to the coming activity which draws learners' attention to the target structure and facilitates noticing its use in the following communicative activity would activate their

previous knowledge and help them to form links between this knowledge and the communicative use of the structure.

According to Fotos (1998), reading-based focus on form activities are particularly suitable for this as in traditional language teaching the emphasis is on comprehension. To make the target structures more salient while learners are reading the text for meaning, they can be highlighted (e.g., Sharwood Smith 1981, 1993, Robinson 1996). Furthermore, Fotos recommends the use of listening activities as a way to embed multiple instances of the target structure.

As noted earlier, in order to maintain the gains achieved by focus-on-form instruction, it should be forced by subsequent communicative input containing the target structures, but a possibility for this outside the classroom is lacking in an EFL situation. Muranoi (2000) proposes that lasting instructional effects can be obtained by providing learners with opportunities to use the target form in a meaning-orientated task in combination with appropriate form-focused treatments that aim at strengthening the connection between form and function.

Interactive communicative tasks based on pair or group work offer learners an opportunity to engage in meaning-focused interaction where they need to both comprehend and produce the target language, as was noted in the previous section. Therefore task-based activities are especially useful in EFL classes: they give learners a way to maximise their target language use. As suggested in the previous sections (3.4.1 and 3.4.4), in order to ensure that learners produce the target structure, the communicative task can be followed by feedback that encourages pushed output.

5 FRAMEWORK FOR THE TEACHING MATERIAL PACKAGE

In the present teaching material package an attempt is made to develop activities for focus on form based grammar teaching in the EFL classroom in Finland. This chapter serves as a framework for the present teaching material package.

5.1 Target group

The target group of the material package consists of A1 and A2 learners of English in the upper secondary school who have completed all the compulsory English courses, that is six courses in total, and are preparing themselves for the test of English as a part of the matriculation exam. They have studied English as a foreign language for 7-10 years, from grade 3 or 5 in comprehensive school, in the Finnish school system or have acquired corresponding language skills elsewhere (e.g., abroad). Therefore, they are acquainted with all the basic structures of the English language.

5.2 Curricular framework

In Finland, a national policy provides a rationale for language teaching in a form of framework curriculum. This is a basis for the curricula in local schools. The curriculum for the upper secondary school (LOPS 1994) is based on the constructivist idea that new linguistic items to be learned should be associated with students' previous knowledge of the language. In order to be able to understand and use the language, linguistic knowledge should be easily recalled from memory. Acquiring the language and recalling knowledge about it can be facilitated with basing new information on students' previous experiences.

The framework curriculum (LOPS 1994) contains general objectives for the study of foreign languages and more specific aims depending on the number of years students have studied the language. According to the curriculum (LOPS 1994:60-61) instruction should lead to the student getting by with the language

they are studying in everyday life communication situations. Students should be provided with meaningful opportunities to use the language. As a result of foreign language education in upper secondary school an A1 or A2 language learner should, for example, be able to understand normal spoken language and standard written language, use the vocabulary and structures in a versatile way in producing the language.

In order for learning to be effective and language skills to become automatic, a lot of practising with the help of different activities is needed (LOPS 1994:65). Teachers are encouraged to use up-to-date and variable teaching methods, and group and pair work is recommended as a way of providing students with opportunities to practise effectively their language skills (LOPS 1994:64). Students should be instructed to apply different language learning methods to studying (LOPS 1994:64). Furthermore, their skills of making deductions in learning grammatical structures should be developed. The goal is an active use of the language by the learner, which can be reached through noticing, comprehending and acquiring linguistic elements (LOPS 1994:65).

Students' knowledge of the English language is tested in the matriculation exam that is obligatory for learners of English as an A1 language. The test consists of two obligatory parts: a listening comprehension test and a test on written language. The latter contains three sections: tests on reading comprehension and on linguistic structures, which are both tested with multiple choice questions, and essay writing, in which students are required to demonstrate that they master the use of fluent and variable written language. In addition, there is an optional exam all students can take if they like: a test on oral fluency.

5.3 Aims of the teaching material package

Although the instruction in the eight regular English courses in the upper secondary school provides students with all the knowledge of the English language they need for succeeding in the test of English as a part of the matriculation exam, they often want additional revising and practising of the

linguistic knowledge they have been taught. Preparatory courses are organised for this purpose. Material in these courses often consists mainly of exercises in which students are asked to fill-in the missing structure, which also form the test on linguistic structures in the matriculation exam. Groups participating preparatory courses can be quite heterogeneous in terms of learners' language skills: some students need only to revise and practise the knowledge they have already acquired, fully or partially, whereas some students may not have acquired knowledge of some linguistic structures in the first place.

The purpose of the present material package is to provide material to be used in preparatory courses. In the package, an attempt is made to design activities that can be used to revise and practise the aspects of English grammar that are known to be difficult for Finnish learners, and to improve learners' accuracy concerning these aspects of grammar. The material package is aimed at providing learners with meaningful activities that focus on grammatical structures without isolating the structures from their natural contexts.

5.4 Approach

The teaching material package is based mainly on functional grammars. That kind of grammars promote using the language for real-life purposes (see section 2.3), as recommended by the framework curriculum (LOPS 1994:60-61), by analysing what people do through language and focus on the appropriateness of a form for a particular communicative purpose. The activities of the material package rely on the theory of learning the language through meaningful tasks suggested by functional grammars. In addition, since the students to whom the following material is aimed at are advanced language learners and familiar with traditional grammar, the terminology of traditional grammar (see section 2.3) is used in the material.

Since students participating in preparatory courses knowingly aim at improving their linguistic accuracy, the course involves explicit, i.e., intentional, learning (see section 3.3). The material designed for the present package does not aim only at knowledge about the target structures like in explicit instruction. The

aim is the ability to use target structures automatically not only when consciously attending to them but also when engaged in meaningful communication like in implicit instruction (see section 3.3). This should lead to the active use of the language, as recommended by the curricular framework (LOPS 1994:65). Applying implicit instruction techniques to the teaching material is justified also by the complexity of the grammatical structures that are studied on preparatory courses: implicit instruction is claimed (e.g., by Doughty and Williams 1998) to be more effective with complex rules than explicit instruction. However, also explicit instruction is applied in the present material package but it is done in an indirect way: students will not be provided with grammatical rules, instead they will be asked to work them out from the data given. This should help students develop their skills in making deductions, as recommended by the framework curriculum (LOPS 1994:64).

The focus-on-form approach combines implicit and explicit instruction techniques (see section 3.4) and aims at promoting accuracy through meaningful activities (Long 1991, Long and Robinson 1998). Therefore it is the basis for the present teaching material package. The focus-on-form approach is claimed (Williams and Evans 1998) to be especially suitable for learners who already have partial mastery of target structures. This is the case with the students forming the target group for the present teaching material package who have already received instruction on all the grammatical structures that will be dealt with in the material.

Traditionally, students wanting to practise for the test of English as a part of the matriculation exam have been asked to do slot-filling, multiple choice or translation exercises, which are unlikely to result in learners developing high levels of accuracy (Lightbown and Spada 1993:83). Furthermore, this kind of activities are too homogenous for heterogeneous groups: too difficult for some students and too easy for others (Ur 1988:13). Instead, activities based on the task-based focus-on-form approach, which are claimed (e.g., Long 1991, Ellis 1997) to improve accuracy and to suit better for a heterogeneous group of students (Ur 1988:14), are used in the package. With the help of these activities, learners will be able to practise both areas of language skills that are

tested in the matriculation exam: comprehension and production in a meaningful context, as recommended in the framework curriculum (LOPS 1994:60).

Although the original version of the focus-on-form approach (Long 1991) was designed for inserting grammar instruction into a communicative classroom consisting of ESL learners, the approach can be applied to an EFL instruction, too. The focus-on-form approach contains the supposition that learners receive continuous communicative input, often also outside the classroom, and encounter frequently the structures on which they have received instruction. Noticing the structures, which have been focused on earlier, and comparing them with learners' own interlanguage forms should promote subsequent language development (see section 3.4). In EFL context such communicative framework does not exist, and therefore the use of English for all communicative purposes in the lessons is recommended in the present teaching material package. In this way students will receive subsequent communicative input essential for their language development.

A reactive approach in which attention to linguistic elements is paid only as they arise incidentally during the lessons is recommended (Long 1991) to be used in focus-on-form instruction. However, a proactive approach is used in the present teaching material package, so that grammatical structures to be focused on can be selected in advance and that it can be ensured that opportunities to use the target structures will indeed arise.

5.5 Stages of the teaching material

The present teaching material package is designed to cover a regular course in upper secondary school, which is about 30 lessons each 45 minutes. In the present package, a class meeting is supposed to be formed of two 45-minute-lessons, and the course consists of 15 lessons.

Combining different types of tasks is claimed (Ellis 1997, Muranoi 2000) to lead into best results. In addition, the use of variable and numerous activities is

recommended in the curricular framework (LOPS 1994:64-65). Therefore, lessons designed for the present package will consist of three stages. First there will be an interpretation task as an orientation to the coming activity, the purpose of which is to draw learners' attention to the target structure in order to activate their previous knowledge of the structure (Skehan 1996, Fotos 1998). The task can involve reading a text or other written material which illustrates the use of the target structure. The target structure can be enhanced (Sharwood Smith 1993) e.g., written in a different font, or the students will have to find it from the text.

This will be followed by communicative activities focusing on the grammatical structures that students need to revise. The communicative activities require students to produce the target structures in communicative contexts, i.e., discussions with other students. This will allow students to practise the use of the target structure. Communicative activities in the present package are mainly tasks to be completed in a group or in pair, which is recommended by the framework curriculum (LOPS 1994:64). Communicative tasks enable students to activate their linguistic knowledge in natural-like language use situations (Ellis 1997) and in that way prepare them for the use of the language in real life, as recommended in the framework curriculum (LOPS 1994: 60-61). Furthermore, communicative tasks improve accuracy by increasing learners' control over the forms they have already acquired (Ellis 1997).

In order to achieve a high standard of accuracy and to maintain it, learners should be given consistent, explicit corrective feedback (Carroll and Swain 1993, Spada and Lightbown 1993). Therefore, the third stage involves giving students explicit corrective feedback on the errors they have made during the activities. The feedback can be of any type identified by Ellis (1997): metalinguistic, repetition of student's incorrect production e.g., with a change in intonation to signal that it is incorrect, or focusing on error, e.g., by using stress to draw a student's attention to the error. Depending on the type of activity, corrective feedback can be given during the activities, immediately after a student has produced an erroneous utterance, or after students have completed the activities.

The table 3. is a summary of the stages of which the lessons consist of and their goals.

Stage	Goal
1. Orientation activity (an interpretation task)	To activate learners' knowledge of the target structure.
2. Communicative activity/activities	To provide learners an opportunity to practise the target structure.
3. Feedback	To improve learners' accuracy.

Table 3.: The stages of the lessons

The material used in the activities is either authentic, e.g., a text published in a magazine, or composed for the teaching material package. The tasks are designed to resemble real life situations, such as discussions on various topics.

The selection of the structures to be focused on in the material package is based on the suggestion by Harley (see section 4.2.2) for the focus-on-form instruction. For the package, structures in which there is a difference compared to Finnish, which are infrequent in normal, everyday-like communication, unimportant for successful communication or likely to be misinterpreted by learners were selected.

6 CONCLUSION

It has been acknowledged that in teaching languages, there are as many ways to teach as there are teachers. Some stress the importance of studying the grammar by heart, others want to abandon conscious studying of grammar all together. The theoretical discussion of this study has attempted to show that attention to grammar should be paid in language teaching in order to make learners both fluent and accurate language users. Furthermore, the study has attempted to find an effective way to do this. In focus-on-form instruction both of the targets, fluency and accuracy, are taken into account: in this approach, communicative language use is combined with grammar instruction in context. In this way, the instruction provides students meaningful opportunities to practise their language skills.

Fluency and accuracy are the skills that are tested in the test of English as a part of the matriculation exam, too. Courses are organised to prepare students for the exam. The purpose of this study was to develop teaching materials for such preparatory courses. The focus-on-form approach was selected as a basis for developing the material package, because in this approach, students are allowed to engage in meaningful communication, but are reminded to do so using accurate language by drawing their attention to form. The present material package is also an attempt to encourage teachers to use other kind of materials in teaching grammar than exercises in which students are asked to fill in the missing structure or translation exercises.

The teaching material package provides the teacher with an example how to construct lessons focusing on a certain grammatical structure. The lessons of the material package are formed of the three stages recommended in the focus-on-form approach. The target structures are introduced to the students, they are allowed to practise the use of the structures and they are provided feedback on their performance in order to make them notice differences between their own language and the correct use of the language. The types of activities forming the material package give an idea how grammar exercises can be interesting and even fun, but still effective.

The present teaching material package, however, has its limitations. Considering the scope of a course in the upper secondary school, it was not possible to include as many aspects of English grammar as students might need to revise. An attempt was made to design activities that can be used to revise and practise the aspects of English grammar that are known to be difficult for Finnish learners, and to improve students' accuracy concerning these aspects of grammar. Many more structures should be revised in order to ensure that students succeed well in the test of English as a part of the matriculation exam. Furthermore, the activities forming the present material package might not be sufficient for all the students in order to help them fully acquire the target structures, but they might need more practise. Homework focusing on the target structure practised in class could be useful in deepening their knowledge.

The groups in preparatory courses are often very heterogeneous. There will most probably be students who find the activities of the present material package either too difficult or too easy. Since the students in these kinds of courses have passed all the obligatory courses of English in the upper secondary school, they should be familiar with the basic grammatical structures of English. But in reality, that is not always the case. Some students may not be capable of using the target structures in context as they might not have learned how to form them in the first place. On the other hand, other students may feel that mastering the use of the target structure in the activities of the present material package is not enough to get the best grades in the matriculation exam and would like to go deeper. A solution for this problem could be organising separate preparatory courses for students in different levels of mastery.

The fact that all students in preparatory courses for matriculation exam are Finnish speaking might cause some problems in carrying out the activities in an attended way. Since the activities are communicative and it is impossible for the teacher to control that the students use English all the time, they may resort to the use of Finnish if they get excited over some conversation topic or feel they cannot express themselves in English as well as they want to. It is also possible that not all the topics interest all students and therefore they might not consider them meaningful and worth of carrying out.

The present materials have not been tested in practice. This would be essential in order to develop the activities to be better suitable for students attending a preparatory course. The activities would need to be tested in a group of upper secondary school students preparing themselves for the test of English as a part of the matriculation exam to get a picture what kind of activities interest the students and whether they are willing to participate in pair or group work. It would also need to be tested whether the students acquired the use of the target structures with the help of this kind of instruction, and as a result, how they succeeded in the matriculation exam of English.

More research on the suitability of the focus-on-form instruction for Finnish EFL students in general is needed. The results of the studies abroad appear to support the use of this kind of instruction to help learners to use the language both more fluently and more accurately. This should encourage research in Finland, too. Maybe it could be possible to apply focus-on-form instruction not only on revising grammar but also in teaching it in all proficiency levels.

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8 TEACHING MATERIAL PACKAGE

Brush up your grammar

**A teaching material package for a
preparatory course of English**



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TO THE TEACHER – How to use the material package

The material package is designed to be used in a preparatory course for students wishing to revise their knowledge of English grammar before taking part in the test of English as a part of the matriculation exam. Since the material package is aimed at students who already are familiar with all the basic grammatical structures of English and need only to revise them, the package contains only activities and not explanation on how to form and used the grammatical structures that need to be revised. However, if the teacher feels that the students lack even basic knowledge of the target structures, she/he can provide some additional instruction on how to form and use them.

The teaching material package is designed to cover a regular course in the upper secondary school, which is about 30 lessons, 45 minutes each. In the package, a class meeting is supposed to be formed of two 45-minute-lessons, and the course consists of 15 lessons. In every double lesson, a different area of English grammar is revised through activities based on the focus-on-form approach in which the aim of instruction is to achieve grammatical accuracy through meaningful activities. In order to allow students to activate their knowledge in language using situations that are as natural as is possible in a EFL classroom, all the activities are communicative at least to some degree, and therefore a lot of group and pair work is required in the course.

The lessons consist of three stages: first there is an orientation activity followed by a communicative activity and after the activities there should always be feedback on students performance provided by the teacher. In the material package, there is a different symbol standing for each stage.

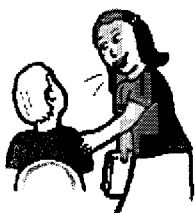


Orientation activity is meant to be an orientation to the coming activity. Its' purpose is to draw learners' attention to the target structure in

order to activate their previous knowledge of the structure. In this stage, the students are not required to produce the target structure, but to pay attention to its use in context.



Communicative activities focus on the grammatical structures that students need to revise. They require students to produce the target structures in communicative contexts, i.e., discussions with other students. This will allow students to practise the use of the target structure. These activities are mainly tasks to be completed in a group or in pairs. Communicative tasks are supposed to enable students to activate their linguistic knowledge in natural-like language use situations and in that way prepare them for the use of the language in real life. Furthermore, communicative tasks improve accuracy by increasing learners' control over the forms they have already acquired.



The **Feedback** stage involves giving students explicit corrective feedback on the errors they have made during the activities. The purpose of feedback is to improve students' accuracy. The feedback can involve metalinguistic feedback, repetition of a student's incorrect production e.g., with a change in intonation to signal that it is incorrect, or focusing on the error, e.g., by using stress to draw a student's attention to the error. Depending on the type of activity, corrective feedback can be given during the activities, immediately after a student has produced an erroneous utterance, or after the students have completed the activities. It should be noted, however, that not all the errors the students make during the activities should be corrected, but only those concerning the use of the target structure.

If some material is needed for the activities, it is provided in the package in the form of handouts, transparencies or texts to be read out loud by the teacher, or it is mentioned where to look for material for the activities. Some of the materials

provided for the activities are only examples of the kind of material that could be used for the activity. The teacher can feel free to include more material that she/he feels is appropriate.

Before starting an activity and giving out handouts for it, the structure of the activity should be explained to the students and what is expected of them. After distributing the handouts, the instructions should be gone through and made sure that everybody understands them. It should also be made sure that the students understand all the questions and what they have to do. Possible difficult vocabulary should be gone through together with the students before starting an activity.

The procedures given in the material package can be considered as guidelines of how the activities can be carried out and can be adapted for the needs of different kinds of classes. The teacher may make any changes to the activities she/he feels are needed in order to make them suit better for her/his students. She/he should only bear in mind that the activities should focus on the target structures but still be meaningful and that feedback on students' performance should be given.

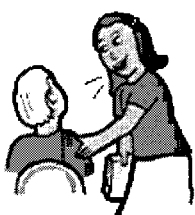
Lesson 1. ARTICLES



Orientation activity – Finding articles in texts

Procedure:

1. The teacher hands out pieces of text cut out of newspapers or magazines in the English language so that each piece of text is given to two different students.
Note. The teacher should find the pieces of text her/himself before the lesson. Any publication in English will do, as there are bound to be examples of the use of the articles in every text.
2. The students are asked to underline or mark with fluorescent pen all the indefinite and definite articles they find in the text.
3. After that, students who have the same piece of text are asked to work together and try to explain why each article was used and why the indefinite or definite article was chosen.
4. Each pair should choose one sentence from the text to be read out to the class and explain the use of articles in it.



Feedback

While the students are discussing articles in pairs, the teacher should walk among them listening to their explanation for the use of the articles. If students give an erroneous explanation for the use of articles in the sentence they have chosen to be read out loud to the class, the teacher should ask for a clarification from the students who have produced the error. If they cannot correct their error, the teacher should ask the other students to correct it.

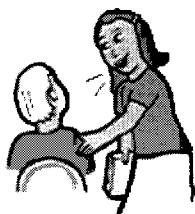


Communicative activity – Dictogloss

(adapted from Swain 1998)

Procedure:

1. The class is divided into four groups.
2. The teacher explains that she/he is going to read out loud twice a different piece of text (see *Text for dictogloss*) to each group and that they should make notes of the text while she/he is reading and after she/he has finished. Only the group to whom the text is being read out loud should make notes.
3. The teacher reads out loud the first part of the text to the first group after which she/he gives them a few seconds to think about what they have heard before reading out loud the text for the second time.
4. Then she/he reads out loud the second part of the text twice to the second group and so on.
5. After all the groups have heard their piece of text, the students in the same group are asked to work together in order to reconstruct the text from their shared resources. If the groups are big, they can be divided into subgroups.
6. If the students like, the pieces of texts can be read out loud for the third time when they have managed to reconstruct at least some of the original text.
7. After all groups have reconstructed both pieces of texts they have heard, they, beginning with the first group, are asked to read out loud their reconstruction to the class one sentence at a time. If the sentence is correct, the teacher shows it written on a transparency so that finally everybody can hear and see the whole story.



Feedback

If the groups produce a sentence that is different from the original text, when they read their reconstructed sentences, the teacher should ask them to make corrections to it. If the incorrect part involves an article and the group fails to correct it, the teacher should ask the other students what they think could be changed. If the incorrect part is something else than an article, not too much attention should be paid to it; the teacher can hint at what could be changed in the sentence or if the difference is very small, she/he can give the correct item. The main thing is to get the students to produce the articles correctly. It does not matter if their sentence is slightly different in form as long as there are no errors in the use of articles.

Text for Dictogloss

Part 1.

The Acorns, Richard, Julie and their children Mark and Sophie, are in *a* travel agency. They are *an* ordinary English family from East Sussex: Julie is *a* housewife and Richard works in *the* City, in London, both the children attend *a* private primary school. They are planning to go for *a* holiday abroad in summer. *The* girl behind *the* desk in *the* travel agency is helping them to find *an* appropriate destination. She asks: "Have you been outside *the* UK before?"

"Yes", Richard replies, "we have been to *the* USA, in New York. We've seen Manhattan, *the* Statue of Liberty, Central Park, *the* Cuggenheim museum and all that."

"And in *the* late '80's me and my husband went skiing in *the* north of Italy, in *the* Alps." Julie adds. "*The* landscape was breathtaking! But that was before *the* children arrived."

Part 2.

"Oh, yes. And we have been to Belgium, too, to visit cousin Thomas, who works in Brussels for *the* EU." Richard continues with *a* hint of pride in his voice.

"How would you feel about going to *the* Canary Islands?" *the* girl asks.

"Oh, no!" Julie rejects *the* suggestion. "*The* place is packed with tourists. Everybody we know goes there. And *the* British are so embarrassing to watch when they are on holiday. Just *a* bunch of drunkards. I'm also worried that *the* children might burn their skin in *the* scorching sun."

"We would like to go in *a* more exotic country." Richard explains.

"How about New Zealand then?" *the* girl suggests.

"No, *the* flight would be too long for *the* children." Julie turns down *the* idea.

Part 3.

"Maybe it would be best to stay in Europe." Richard thinks aloud.

"In that case I suggest you take *a* holiday in northern Europe, in Finland perhaps." *the* girl advises.

"Can we go and see Santa?" Mark wants to know.

“Headmistress of his school went there last Christmas.” his mother explains.

“Yes, you could go to *the* Arctic Circle to meet Santa Claus.” *the* girl assures. “But I advise you not to go to Lapland before *the* end of August because of *the* mosquitoes. They are quite *a* nuisance.”

“That’s not *a* problem. We were planning to set off on *the* last week of August.”

Richard confirms.

“Can we see *the* King of Finland, too?” Sophie asks.

“No, darling. There’s no king in Finland.” Julie explains. “*The* Prime Minister is that red-haired woman, isn’t she?” Julie asks her husband.

“No, honey. She’s *the* president.” Richard corrects.

Part 4.

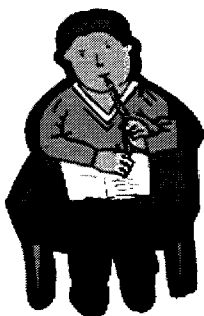
“Do you know if it’s possible to watch *the* BBC in Finland?” Richard asks. “I need to see *the* news even on holiday.”

“Yes,” *the* girl replies, “in *the* hotels it is usually possible. You can also find English newspapers like *the* Times on sale.”

“I recommend that you fly to Helsinki first,” the girl continues, “spend *a* couple of days there as it’s worth of seeing, *a* nice town in summer. You could stay at *the* Hotel Seaside, from there it’s easy to go for *a* walk in *the* town centre. From Helsinki you can take *a* flight to Rovaniemi to go to see where Santa Claus lives.”

“Sounds like *a* good plan.” both Richard and Julie agree.

Lesson 2. COMPARISON OF ADJECTIVES



Orientation activity - Quiz

(adapted from Ur 1988:73)

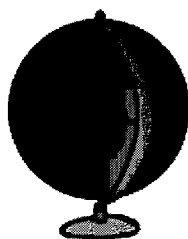
Procedure:

1. The students are asked to form groups of 3-5.
2. They are asked the questions on the question sheet one at a time. The questions are shown to the students on a transparent.
3. The students can discuss about the possible answer quietly in their groups. They should write down the groups' answer on a piece of paper (= answer sheet).
4. After all the questions on the transparency have been asked, the groups are asked to swap their answer sheets with other groups.
5. The teacher reads again each question asking the groups to state their answers aloud. If nobody knows the correct answer, the teacher provides it.
6. The groups receive one point for each correct answer. The groups mark the points on the answer sheet they have received in swapping and count the total score.
7. When all the answer sheets have been scored, they are returned to the right groups. The teacher asks how many points each group received and the group who has the best score is declared the winner.

Transparency - Quiz

QUIZ

1. Which is the deepest lake in Finland?
2. Is February colder or as cold as January in Finland?
3. Which is the most common infectious disease in the world?
4. Which is the highest mountain in Africa?
5. Which airport is busier, Heathrow in London or JFK in New York?
6. Which is the smallest ocean in the world?
7. Which is the most popular holiday destination among Finnish People?
8. Is the Amazon longer than the Nile?
9. Which country is bigger, Vatican or Monaco?
10. Where is the most southern volcano in the world?



Answers

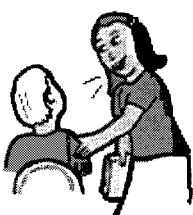
1. Lake Päijänne
2. Colder
3. The flu
4. Kilimanjaro
5. Heathrow
6. The Arctic ocean
7. Greece
8. Yes
9. Monaco
10. In the Antarctic



Communicative activity 1 – Are women better drivers than men?

Procedure:

1. The students are asked to form groups of 3-4.
2. They are shown a transparency about men and women as drivers (see transparency).
3. The students are asked to compare men and women using the vocabulary on the transparency. The students are asked formulate their claims into full sentences and write them down. The teacher can write an example on the board, e.g., if there was a word *hesitant* on the transparency, students could write *We think that women/men are more hesitant drivers than women/men*, or *Our opinion is that men are as hesitant drivers as women*, depending their opinion.
4. After all the groups have written a claim of each given quality, the teacher reads out loud one quality at a time and asks what the groups have written about them. The teacher writes in the columns titled *men* and *women* how many claims were favourable for women and how many for men.



Feedback

While the students are talking, the teacher should walk among them checking how they compare adjectives. If the students produce an erroneous expression the teacher should draw their attention to them, e.g., by repeating the erroneous sentence, stressing the incorrect expression and using a raising intonation. If the student who produced the error fails to correct it, the teacher should ask the other members of the group to try to do so.

Transparency – Men and women as drivers



When you compare men and women, what would you say about them doing the following action?

	men	women
Driving a car		

When you compare men and women as drivers, what would you say about the following qualities?

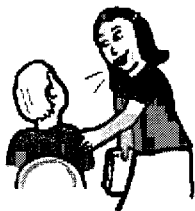
	men	women
Fast		
Careful		
Law-abiding		
Considerate		
Calm		
Daring		
Unpredictable		



Communicative activity 2 – Comparing famous people

Procedure:

1. The students are asked to stay in the groups they formed for the previous activity.
2. Each group is given 6 – 10 pictures of famous people cut out from magazines or newspapers.
3. The students are asked to compare the people in the pictures. The teacher can give them examples such as *I think that Bill Gates is richer than Pamela Andersson, It seems to me that Calista Flockhart is the thinnest of all these people, I know that Kimi Räikkönen is as young as Britney Spears* to help the students in getting started.
4. The students should be let to talk as long as they seem to come up with different comparisons. After they have finished, each group is asked to tell the whole class a few of the comparisons.



Feedback

While the students are talking, the teacher should walk among them listening to the conversations and checking that the students use comparative forms of adjectives correctly. If the students produce an erroneous expression the teacher should draw their attention to them, e.g., by repeating the erroneous sentence, stressing the incorrect expression and using a raising intonation. If the student who produced the error fails to correct it, the teacher should ask the other members of the group to try to do so.

Lesson 3. ADVERBS



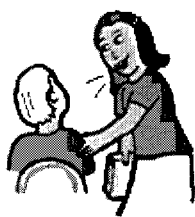
Orientation activity – Internet-using habits

(adapted from Ur 1988:50-51)

Procedure:

1. Each student is given a two-page questionnaire (see handout) about their internet-using habits.
2. The students are asked to form pairs.
3. They are asked to ask each other the questions in the questionnaire and fill in their pair's answers.
4. After everybody is finished with the questions, the students are asked to report the class using full sentences about their friend's internet-using habits.

Note: The teacher can ask different students to answer different questions instead of one student stating all the answers he/she has got.



Feedback

If the students use an incorrect word order when reporting the results they got, the teacher should ask them to reformulate the sentence by hinting what is wrong with them, e.g., by repeating the incorrect utterance, stressing the adverb and using a raising intonation. If the student who has produced the incorrect utterance fails to correct it, the teacher should ask other students to do so.

*Handout - Questionnaire sheet***INTERNET-USING HABITS**

Use the questions below to interview your friend about his/her internet-using habits. In each question, fill in the number that corresponds with your friend's answer:

1 = never

2 = seldom/rarely

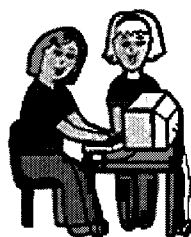
3 = occasionally/sometimes

4 = often

5 = always

How often do you...

1. use the internet at school? _____
2. use the internet at home? _____
3. use the internet alone? _____
4. use the internet with a friend/friends? _____
5. use the internet in searching for information for a school assignment? _____
6. use the internet for practising your language skills? _____
7. use the internet for e-mailing? _____
8. use the internet for chatting? _____
9. use the internet for playing games? _____
10. feel guilty about using internet too much? _____



Ask your friend the following questions and circle the word that corresponds with your friend's answer.

1. How does the modem you usually use work?
 - a) extremely fast
 - b) fast enough
 - c) quite slowly
 - d) very slowly

2. How do you view the information provided in the net?
 - a) critically
 - b) with suspicion
 - c) indifferently
 - d) with confidence

3. Do you think that your school's net pages are designed
 - a) very well
 - b) attractively
 - c) too artistically
 - d) badly?

4. Do you think you will have to use the internet in your future job?
 - a) most likely
 - b) probably
 - c) maybe
 - d) hardly

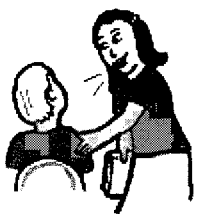




Communicative activity – Dream people

Procedure:

1. The students are asked to form groups of 3-4.
2. Taking turns, the students are asked to describe the other members of the groups their dream girl-/boyfriend, sister/brother, parent, teacher or employer. They are told to use words beginning with a certain letter to describe the way the dream people behave or do things. The letters they have to use are in alphabetical order: the first student has to use a word beginning with *A* to describe the way the person he/she has chosen acts, and the second member of the pair has to use a word beginning with *B* and so on until all the letters are used. E.g., the first student can start saying *My dream boyfriend looks at me admiringly*. next student continues *My dream teacher smiles beautifully*. And the third student goes on *My dream brother never teases me in a childish way*.



Feedback

While the students are talking, the teacher should walk among them listening to the conversations. If the students produce an erroneous expression in describing the way their dream person acts, the teacher should draw their attention to them, e.g., by repeating the erroneous sentence, stressing the incorrect expression and using a raising intonation. If the student who produced the error fails to correct it, the teacher should ask the other members of the group to try to do so.

Lesson 4.**THE PRESENT CONTINUOUS****Orientation activity – Who and where am I?****Procedure:**

1. One of the students is given a short text describing a particular situation (see handout). He/she is asked not to tell the class what the situation is but just to read the text aloud.
2. The rest of the students are asked to try to guess what could the situation that was described be and who could the narrator be. The person who guesses the right situation can read the following text.

Handout – Different situations**Text 1.**

It is a morning in early autumn. The sun is shining but it is not very warm anymore. I'm not wearing summer clothes anymore but jeans and a pullover and I'm carrying a brand new back bag. I'm standing in a yard with my mum. Tens of other children with their guardians are surrounding us. One of the girls is staring at me. A boy next to her is pulling faces to me. The adults are smiling politely to everybody. Older children are running around the yard yelling and screaming to each other. Some girls are skipping rope. I'm feeling a bit scared.

Who and where am I?

Answer: A first-grader in the schoolyard on the first school day.

Text 2.

I'm standing on a stage. The teenager girls in the audience are screaming and jumping up and down. The girls at the front are stretching their arms towards me. Somebody is trying to throw a teddy bear towards me. The spotlights are so hot that I'm sweating already. I'm feeling nervous. I'm glad I'm not shaking like the first time. I glance at my friend on my left; he is fiddling with his guitar. My other friend on my right is tapping the floor with his foot. The band behind us is playing already.

Who and where am I?

Answer: A member of a boy band in a concert.

Text 3.

I'm sitting on a hard, uncomfortable bench and listening to the priest. I'm looking at my daughter; tears are flowing down her cheeks. I can hear my grandson sobbing quietly. His little sister is swinging her legs and admiring her new shoes. Somebody a few rows behind me is coughing. I look at the white coffin in the front. My eyes are itching but I'm not crying, I'm feeling just numb.

Who and where am I?

Answer: An elderly woman/man at her/his husband's/wife's or child's funeral.

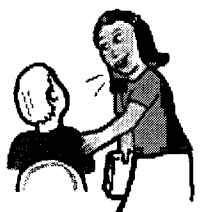


Communicative activity – Guessing mimes

(adapted from Ur 1988: 248)

Procedure:

1. One of the students is given a cue-card on which there is a sentence describing some kind of action, e.g., *You are a fireman saving a cat from a tree*, and is asked to mime its content to the class.
2. The rest of the students are asked to guess what the miming student is supposed to be doing. The person who guesses right can be the next one to mime.



Feedback

If the students produce sentences that are not in the present continuous tense, the teacher should ask them to correct their utterance. If a student fails to do so, the teacher should ask other students to help him/her to get the sentence right.

Handout - Cue-cards to cut out

You are a fireman saving a cat from a tree.

You are making a wreath of flowers.

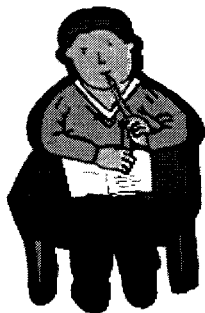
You are playing a rally game that operates with coins.

You are teaching your dog to do tricks.

You are baking cookies for Christmas.

You are a conductor checking tickets on a train.

THE -ING -FORM OF THE VERB

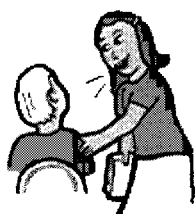


Orientation activity – Opinion questionnaire

(adapted from Ur 1988:143)

Procedure:

1. The class is divided into four groups.
2. Every group gets a different questionnaire (see handout); each member of the group gets a copy of the questionnaire.
3. The groups are asked to disperse and form four new groups so that there is at least one representative of each of the original groups in every new group.
4. The students take turns to ask all the members of the new group their questions and write down the answers.
5. After everybody has asked their questions, the students re-form the original four groups.
6. In the groups, students are asked to compare the answers they got and formulate the results into complete sentences, e.g., *Over half of students in this group are used to staying up late. 90% of the students in our group like going to the cinema.*
7. Each group is asked one at the time to present the class their results.



Feedback

If students produce erroneous sentences when reporting the class about their results, the teacher should ask them to correct the errors. If they fail to do so, other students should be asked to do so. Even if the students struggle, the teacher should try to elicit the correct sentence from them.

*Handout – Questionnaires to cut out**Questionnaire 1.*

1. Do you like going to the cinema?
2. Do you try to avoid sitting in the first row at the cinema?
3. Don't you just love watching romantic films?
4. Would you be interested in acting in a film?

Questionnaire 2.

1. Are you used to carrying your mobile phone everywhere?
2. Do you mind taking a call when you are having a lunch with your friend?
3. Do you hate talking on the phone in a public place?
4. When your mobile phone is switched off, are you always worried about missing an important call?

Questionnaire 3.

1. Do you enjoy drinking beer?
2. Do you prefer having a glass of wine to a bottle of cider?
3. Do you think it is no fun being in a party and not drinking alcohol?
4. Have you ever regretted drinking too much alcohol in a party?

Questionnaire 4.

1. Do you hope that you succeed in getting a student place at a university after you have passed the matriculation exam?
2. Are you looking forward to moving to a flat of your own?
3. When do you think you will have finished studying?
4. Have you thought of going abroad to live there for a while?



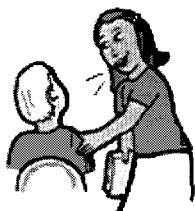
Communicative activity – Applying for a room

Procedure:

1. The students are shown an advertisement of a room to let in a shared apartment on a transparency (see transparency). One of the students is asked to read out loud the advertisement.
2. The students are asked to write an application for the room in question but leave out their name. They are recommended to invent a new personality for themselves to be used in the application.
3. When the students have finished writing, they are asked to form groups of 6-8.
4. The groups are asked to swap their applications with another group, to read all of them and to decide as a group which of the applicants they would choose to be their roommate.
5. After every group has made their choice, they are asked to read aloud the application they chose as the best and give reasons for choosing it.

Note:

The students might need some suggestions what to write in the application. Some ideas can be written on the board before the students start writing. E.g., *I enjoy smoking a cigarette every now and then, but I can refrain from smoking in the apartment. / Most of the time I'm busy studying, so I won't cause any disturbance. / I'm used to going to the gym early in the morning and therefore I avoid staying up late. / I like cooking and since I'm very sociable often I feel like inviting friends for dinners.*



Feedback

If there are erroneous utterances in the text that are read aloud, the teacher should ask the group that has read it to reformulate the sentence by hinting what is wrong with it, e.g., by repeating the incorrect utterance, stressing the erroneous part and using a raising intonation. If the group that has produced the incorrect utterance fails to correct it, the teacher should ask other students to do so.



ROOMMATE WANTED

I'm a 20-year-old male student looking for a roommate to share a two-bedroom flat in the town centre. The flat is in the fourth floor of the building and there is no lift. In the flat there is a small kitchen with an oven, a fridge and a microwave oven, and a bathroom with a shower. There is also a small balcony. The rent is 320 EUR/month including water.

I'm a nice, sportive guy with no strange habits. You can be male or female, but I would like you to provide some information about yourself that could help me to make my choice. Include your personal details in the application and please, answer the following questions. Feel free to include any extra information about yourself.

What kind of things are you interested in?

What do you like/dislike?

Is there something you absolutely cannot stand?

Do you think you would be able to give up some habit I think is very annoying?

Do you have any hobbies that need practising in the flat?

Are you used to throwing parties or do you rather enjoy spending quiet evenings?

Are you any good at fixing things in the flat or do you have any other skills that you think I would appreciate?

Lesson 5. THE INFINITIVE

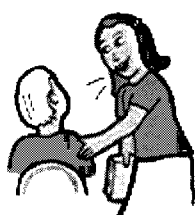


Orientation activity – Things people did to you

(adapted from Frank and Rinvoluceri 1984:106)

Procedure:

1. The students are shown a transparency on which there are incomplete sentences (see transparency).
2. The students are asked to choose four sentences and complete them drawing on their real experience, e.g., *My mother warned me not to walk home alone in the dark.*
3. When all the students have completed four sentences, they are asked to form pairs and read each other the sentences they have written. They are asked to choose the most interesting of their friend's sentences and find out more about it, e.g., the circumstances in which the warning was given.
4. After that, the teacher asks a few students to tell the class, which of their friend's sentences they chose and what did they find out about them.



Feedback

While the students are completing the sentences, the teacher should walk among them checking that the sentences are grammatically correct. If she/he finds that the a student has produced an erroneous utterance, the teacher should ask him/her to reformulate the sentence by hinting what is wrong with it, e.g., by repeating the incorrect utterance, stressing the erroneous part and using a raising intonation. If the students who has produced the incorrect utterance fails to correct it, the teacher should ask other students to do so.

Transparency - Incomplete sentences

My _____ warned me to _____.

My _____ taught me to _____.

My _____ forbade me to _____.

My _____ advised me to _____.

My _____ begged me to _____.

It was easy for me to learn _____.

It is impossible for me to _____.

I would like to go to _____ to _____.

My parents expect me to _____.

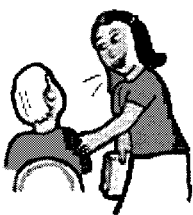
My friends were surprised to _____.



Communicative activity – Asking for information

Procedure:

1. The students are asked to form pairs.
2. The pairs are given new identities and things they have to find out or give answer to (see handout). E.g., one pair can be asked be a foreign exchange student in a Finnish school student asking the Finnish student attending the same school questions about the school. There are always two people one of which is asking for information and the another one answering to the questions.
3. The pairs are asked to write down questions to get the information one of the characters needs and answers for the questions. E.g., *Where do you go to eat in the lunch break? – There is a canteen in the school where we don't have to pay for the food.*
4. When the students have finished writing, they are asked to act out the situation according to their roles. After that, some of the pairs (one pair of students for each identity pair) can be asked to go to the front of the class to act out the situation they have prepared.



Feedback

While the students are talking, the teacher should walk among them listening to the conversations and checking how the students use the infinitive. If a student uses the infinitive incorrectly, the teacher should draw their attention to the error, e.g., by repeating the erroneous sentence, stressing the incorrect expression and using a raising intonation. If the student who produced the error fails to correct it, the teacher should ask the other members of the group to try to do so.

Handout - Identities to cut out

Person 1: a foreign exchange student attending a Finnish school

Person 2: a Finnish student attending the same school

The person 1 needs information on the following matters:

1. A key to the locker
2. A break time/do what
3. Eat lunch/where
4. The principal/meet when
5. Coming late to school/allowed

The person 2 provides the information.

Person 1: a guide in a holiday resort

Person 2: a tourist on a package holiday

The person 1 needs information on the following matters:

1. Sights/recommend what
2. Swim/go where
3. Evenings/do what
4. Change money/how
5. Be alone/dangerous

The person 2 provides the information.

Person 1: a staff manager interviewing applicants for an open post

Person 2: an applicant for the job

The person 1 needs information on the following matters:

1. Why decided/apply
2. Expect/the work be like
3. Plans for the future
4. Willing/work over-time
5. Ask/anything

The person 2 provides the information.

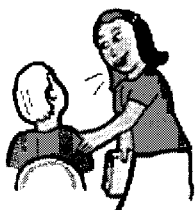
Lesson 6. THE PAST TENSE



Orientation activity – Reading a text in past tense

Procedure:

1. The students are given a piece of text in past tense (see handout) and are asked to read it through.
2. After the first reading, the students are asked to read the text again this time underlining or marking with a fluorescent pen all the verbs that indicate action that has been carried out and ended in past (the past tense).
3. When they have finished underlining, the students are asked to form pairs and check that they have underlined the same verbs. If there are differences, they are discussed together with the whole class, when all the pairs have finished checking. It can also be discussed who the students think the characters are and what they are doing. (Answer: ten-year-old Irish boys playing on a building site.)



Feedback

If a student has underlined or marked a verb that is not in the past tense, the teacher should ask for a confirmation by repeating the verb using raising intonation hinting in that way that the verb is not in the tense that was wanted. The teacher can also ask the other students if they think that the mentioned verb is in the wanted tense.

Handout - Text in past tense

The fire was going well, loads of smoke. I got a stone and threw it at the fire. Kevin stood up again and scouted for a watchman. The coast was clear and he signalled me to come. I charged, crouched down and got to the side of the house. Kevin patted me on the back. So did Liam.

- Come on, men.

Kevin ran out from behind our cover; we followed him and danced around the fire.

- Woo woo woo woo woo –

We put our hands to our mouths and did the Indian stuff.

- Hii-yaa-yaa-yaa-yaa-yaa –

Kevin kicked the fire at me but the pile just fell. It wasn't much of a fire now. I stopped dancing. So did Kevin and Liam. Kevin pushed and pulled Liam to the fire.

- Lay off!

I helped Kevin. Liam got serious, so we stopped. We were sweating. I had an idea.

- The watchman is bas-stard!

We ran back to behind the house and laughed. We all joined in.

- The watchman is a bas-stard! The watchman is a bas-stard!

We heard something; Kevin did.

We escaped, dashed across the remains of the field. I zigzagged, head down, so no bullets would get me. I fell through the gap into the ditch. We had a fight, just pushing. Liam missed my shoulder and punched my ear and it stung, so he had to let me hit him in the ear back. He put his hands in his pockets so he wouldn't try to stop me.

Roddy Doyle (1993): *Paddy Clarke ha ha ha*



Communicative activity – Story telling

(adapted from Ellis 1997:83)

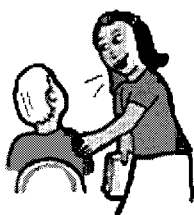
Procedure:

1. The teacher begins to tell a story in past tense. It can be shown to the students on a transparency (see transparency).
2. The teacher asks one of the students to continue from where the teacher stopped and chooses another student to write down on the transparency how the story goes on according to the student who is telling it.
3. The student who finishes telling a part of a story chooses the next student to continue.
4. The story goes on until every student has participated.

A variation: If the group is big, it can be divided into smaller groups.

Procedure:

1. The whole group is told the same beginning of the story.
2. After that the smaller groups work independently as explained above.
3. When all the groups have finished, all the stories are told to the whole group.



Feedback

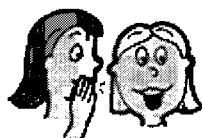
If students produce an erroneous sentence, the teacher should ask them to correct it. If they fail to do so, other students should be asked to do so. Even if the students struggle, the teacher should try to elicit a grammatically correct sentence from them. Special attention should be paid to the use of the past tense.

Transparency - Continue the story

Six months ago Anna was still an ordinary student. She enjoyed studying at university and was hoping to graduate in a few years time. She wondered if she could put up with living with her obnoxious flat mate, Jessica, until then. That girl had a very unpleasant character!

One afternoon last autumn when Anna was returning home from lessons her mobile phone rang. It was Jessica.

What happened next? Continue the story with a few sentences.



Lesson 7. THE PRESENT PERFECT TENSE



Orientation activity – Candidates for jobs

(adapted from Ur 1988: 244-245)

Procedure:

1. The students are asked to form pairs.
2. The teacher shows the class a transparency of condensed CVs of different people (see transparency).
3. The pairs are asked to discuss and decide what could be a suitable job for each of the persons. They should choose a job that would be possible for the person to apply and get taking into account the information provided of him/her.
4. When all the pairs have found a job for each person, one of the students is asked to read out loud the first CV and tell the class what job they thought would be suitable for the person giving their reasons for the choice. The teacher writes the suggested job in the transparency below the CV and asks for other suggestions. All the suggested jobs are written on the transparency. The same procedure is repeated with all the CVs.

Transparency – Curriculum vitae

MIKAEL, 19 years

An upper secondary school graduate who is looking for a summer job.
He has worked part time in a hamburger restaurant for almost two years.
He has studied four languages: English, Swedish, French and Spanish.
He has spent a month in France attending a language course.
He has applied to go to university to study languages and psychology.
He is interested in fantasy literature and all kinds of films.

JULIA, 31 years

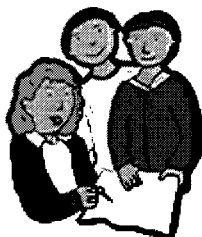
A housemother of two children aged 7 and 4 who wishes to return to work.
She has been married for the past 8 years, and during this time she has not been working outside home. Her children have never had a nanny.
She has begun studies to become a hairdresser but had to quit the school because of her allergy to various chemicals.
She has lived in Ireland for a year working as a waitress in a pub before getting married.
She has worked as a shop assistant in two different department stores.

TONI, 37 years

He has served a short term in prison for several burglaries and car thefts.
He was released 5 years ago. Since then he has been unemployed.
Earlier, he has worked as a doorman of a night club and as a taxi driver.
He has no other formal education than comprehensive school.
He is interested in training his two dogs and fixing big, American gas-guzzlers.

ANNE, 45 years

Bachelor of arts in literature. She has also studied history and social politics.
For the past 12 years she has been working as a librarian, but she has no formal education for the job. Now she wishes to find some other work.
Earlier, she has worked as a class teacher for a few years.
She has written columns for a local newspaper when she was younger.
She likes going to the theatre and has always been interested in acting.

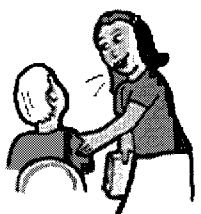




Communicative activity – Presenting the news

Procedure:

1. The students are asked to form groups of 4-5.
2. Each group is given a card on which there is a topic for presenting news (see handout). If the class is very big, some groups can be given the same topic. The stories are likely to be different in any case.
3. It is explained to students that their task is to invent a news story on the given topic and to prepare it to be presented to the class as if they were news anchors on TV. The students are asked to write down the news story they make up and to choose roles for themselves, e.g., one or two of them could be news anchors at the studio, one could be a reporter sent to the scene of the event and the rest of the group could be interviewed for their comments.
4. The groups are asked one at the time to go to the front of the class to present their news.



Feedback

While the students are planning the news stories and writing them down, the teacher should walk among them checking that they are using tenses correctly. If she/he spots an error in the use of tenses, she/he should ask the group that produced it to correct it. The teacher should check all the news stories before they are presented to the class. If there are other errors in the story, e.g., in the use of vocabulary, they can be discussed and corrected together with the whole class after the story has been presented.

Handout - Headlines for news stories to cut out

The Prime Minister of Finland has had a heart attack at an EU conference in Strasbourg.

The cure for cancer has been found by a group of Finnish scientists.

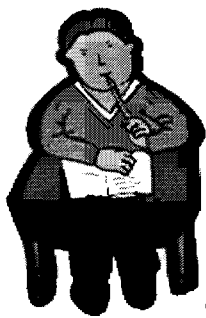
The leaning tower of Pisa has collapsed. A group of tourists were visiting it at the time.

Finland has won the Eurovision song contest for the first time in its history.

A French passenger plane has crashed down just outside Paris.

A submarine has been seen near the southern coast of Finland.

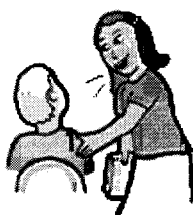
Lesson 8. THE PAST PERFECT TENSE



Orientation activity – Defining the past perfect tense

Procedure:

1. The students are given a piece of text (see handout) and are asked to read it through.
2. After the first reading, the students are asked to read the text again this time underlining all the verbs that indicate action that has been carried out and ended in past (the past tense) and circling all the verbs that indicate action that has taken place even before that (the past perfect tense).
3. When they have finished underlining and circling, the students are asked to form pairs and check that they have underlined and circled the same verbs.
4. After that, the students are asked one at a time to mention one of the verbs they circled and to explain the class why the verb form was used.



Feedback

If a student has circled a verb that is not the past present tense, the teacher should ask for a confirmation by repeating the verb using raising intonation hinting in that way the verb is not in the tense that was wanted. The teacher can also ask the other students if they think that the mentioned verb is in the wanted tense.

Handout - Text extract

As a beer truck driver, Otto believed himself to be a role model for Green Bay's youth – not once had he been a drunk driver. Otto hardly drank at all; and when he drank, he drank nothing stronger than beer. He was instantly ashamed of his own inebriation.

Moving the beer truck a mere fifty yards was not as simple as it had seemed. Otto's clumsy efforts to engage the ignition with the key convinced him; he was not only too drunk to drive – he might be too drunk to start the truck. It took a while, as it did for the truck's defroster to melt the ice under the snow on the windshield. It had snowed only another two inches since the kickoff.

By the time he'd slowly turned and backed the beer truck the short distance between the delivery entrance and the parking lot, most of the bar's Super Bowl patrons had gone home. It wasn't even nine-thirty, but not more than four or five cars shared the lot with him. He had the feeling that their owners had done what he was doing – called for a taxi to take them home. All the other drunks, lamentably, had driven themselves.

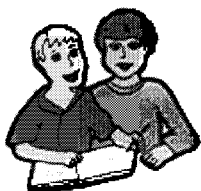
Then Otto remembered that he hadn't yet called a cab. At first the number, which the bartender had written out for him, was busy. When Otto finally got through, the dispatcher warned him that there would be a wait of at least half an hour.

What did Otto care? It was a seasonably mild twenty-five degrees outside, and running the defrosting had partially heated the cab of the truck. Although it would soon get cold in there, what was twenty-five degrees with light snow falling to a guy who'd downed eight or nine beers in under four hours?

Otto called his wife. He could tell he'd waken her up. She'd seen the fourth quarter; then, because she was both depressed and sick, she'd fallen back to sleep.

"I couldn't watch the postgame stuff, either," he admitted.

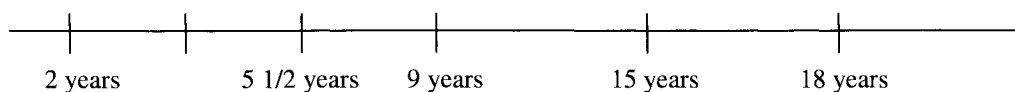
"Poor baby," his wife said.



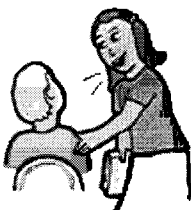
Communicative activity – Drawing a life-line

Procedure:

1. The students are asked to form pairs.
2. They are asked to draw a life-line depicting the life of their friend marking only the years. The teacher can draw a model life-line on the board as below.



3. In pairs, the students are asked to interview each other about their life by asking question such as *What had you learned to do by the age two years? By what age had you decided what you'd become when you grow up? What had been the most significant event in your life before you were 10 years old?* and write down the answers in their places on the life-lines.
4. After a life-line of each student has been drawn, the students are asked to present their friend's life-line using sentences such as *By the age of two years, Otto had been to hospital over eight times. Sara had learned to read by the age of six. By the age of 15, Emma had dropped out of ballet lessons and took up playing floor ball instead.*



Feedback

If the students use the tenses incorrectly when presenting the life-lines, the teacher should ask them to reformulate their sentence, e.g., by repeating the incorrect utterance, stressing the erroneous part and using a raising intonation. If they fail to do so, other students should be asked to correct the sentence.

Lesson 9. THE FUTURE TENSE



Orientation activity – Making horoscopes

Procedure:

1. The students are shown predictions on a transparency.
2. All the sentences are read aloud each by a different student.
3. The students are asked to form a horoscope for the following week of the given predictions (see handout) for their classmates and write it down on a piece of paper. Every student can choose one person in the class to whom they make a horoscope. The students can add their own words to connect the predictive sentences but they are not asked to produce predictions of their own.
4. When they have finished, the students are asked to give the horoscopes to the persons they have made them for.
5. A few of the students are asked to read out aloud the horoscopes they were given.

Transparency - Predictions

You'll succeed in reaching the goal you have set for yourself.

A person from your past will contact you.

You'll be faced with unexpected expenses.

You'll feel exceptionally energetic and capable of doing anything you like.

Your family will give you a hard time.

You'll need to have a serious conversation with the person who is important in your life.

You'll lose a fairly large sum of money if you aren't careful.

An opportunity to improve your love life will come up, be sure not to miss it!

A close friend will ask your help. If you agree to help him/her, you'll be rewarded later.

You'll be offered an interesting job.

You'll need to make important decision about your future.

In the beginning of the week you'll be feeling tired and a bit depressed , but it will get better toward the end of the week.

Someone envious of you will spread out nasty lies about you.

You'll have some problems with your health. With slight changes in your way of living will be enough to get over them.

A person you have been watching will make a pass on you.

If you play your cards right, the coming week will change your life for good.



Communicative activity – Schedule making

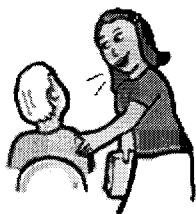
(adapted from Ur 1988: 99)

Procedure:

1. Each student is given an empty schedule for a week with a description of the person they are supposed to be. E.g., a student can be asked to pretend to be a housewife with three small children, a student working part-time in a pizzeria or a singer of a rock band which is making its first CD.

Note: if the group is big, the same identity can be given to two different students, or the teacher can think of more personalities.

2. The students are asked to fill in their schedules imagining what the person they have been asked to pretend to be would do during a week. They should be advised to plan at least some activity for almost every day but not to make definite plans for every single hour of their week. E.g., the pensioner does not go work but he/she might go to hospital for a few hours every day to visit his/her spouse and see his/her grandchildren some day, and the singer in a rock band may have to spent time in a recording studio almost everyday and some other time meet important producers. Furthermore, these people could have some hobbies or just meet friends or they may want to watch their favourite TV-programs at a some particular time.
3. The students are asked to work in pairs, introduce themselves (using the personality that was given to them) to their friend and try to find time to meet each other and plan what they are going to do together. The students should be reminded that when they are telling about their week, they are talking about future. The teacher can give an example to make sure that the future tense will be used in discussions by asking: *What will you do/are going to do on Tuesday afternoon around three?* and answering: *I'll go/m going to go to a salsa lesson at half past two.*
4. When all the pairs have found time to meet each other, they are asked to tell the class when they will meet and what they will do.



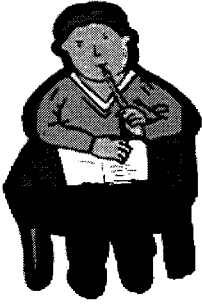
Feedback

If the students use the future tense incorrectly when explaining what are they going to do during the week, the teacher should ask them to reformulate their sentence, e.g., by repeating the incorrect utterance, stressing the erroneous part and using a raising intonation. If they fail to do so, other students should be asked to correct the sentence.

Handout - Identities to cut out for making schedules

A housewife / full-time father with three small children
A singer of a rock band that making its first CD
A university student working part-time in a pizzeria
A worker in a paper mill working in three shifts.
A middle-aged representative of the people
An Estonian au pair
A press photographer
An unemployed refugee from Bosnia who is learning Finnish
A farmer who keeps cows
An actor who makes commercials for TV and is looking for a better job
A young animal rights activist studying for a university entrance exam
A school janitor who coaches football junior players
An American exchange student attending a Finnish upper secondary school
A pensioner with a spouse in hospital
A best-selling author writing a new book
A professional ice hockey player

Lesson 10. **CONDITIONALS**



Orientation activity – What is it?

Procedure:

1. One of the texts on the transparency (see transparency) is shown to the class and one of the students is asked to read it aloud.
2. The rest of the students are asked to guess what is the object/thing that is being talked about in the text. When they have guessed it, the next text is read aloud by another student.

Transparency -What is it?***Text 1.***

If this object did not exist, it would not make much of a difference whether you used a pencil or a pen as cancelling something you have written in pencil would be as hard as cancelling something written in pen.

What is it?

Answer: an eraser

Text 2.

Without this it would take a very long time to travel to a far away places. People would not be able to visit other continents as easily as today. Letters sent abroad would arrive later than we are used to. But then, there would be less pollution, too.

What is it?

Answer: an aeroplane

Text 3.

If this gadget was never invented, people would not always be reachable. For example, people would have to plan in advance where and when to meet exactly as it would not be possible to contact them in a bus to tell them that you will be 15 minutes late.

What is this object?

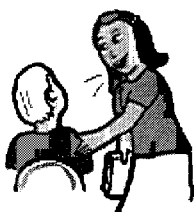
Answer: a mobile phone



Communicative activity 1. – What is it? (continued)

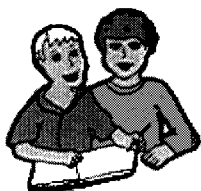
Procedure:

1. The students are asked to form pairs.
2. In pairs the students are asked to write a description according to the example given in the previous activity of what it would be like if a certain object didn't exist.
3. After all the pairs have composed a short description, they are asked to group with another pair and read out loud the description to them. The other pair should try to guess what is the object missing in the described situation.



Feedback

While the students are writing the descriptions and reading them out loud to each other, the teacher should walk among them checking that they use the conditional correctly. If the teacher finds that it is used incorrectly, she/he should ask the pair who produced the erroneous form to reformulate their sentence, e.g., by repeating the incorrect utterance, stressing the erroneous part and using a raising intonation.



Communicative activity 2. – Chains of events

(adapted from Ur 1988:78)

Procedure:

1. The teacher writes an IF-clause on the board. E.g., *If I were a world famous film star...or If I had a Porsche...or If I could see the future...*
2. The students are asked to form groups of 6-8.
3. One student in each group is asked to copy the IF-clause into a sheet of paper and continue it forming a full sentence. Then they are asked to pass the paper to another students in their group.
4. The next student is asked to re-formulate the end of the sentence into an IF- clause and continue it. E.g., the first student writes: *If I were a world famous film star, I would have a lot of money.* The second student continues: *If I had a lot of money, I would buy a huge house.* The paper should be passed around in the groups as long as everybody has written something on it.
5. When all the groups have finished, they are asked to read out aloud to the class what kind of chains were formed.

A variation:

The same exercise can be used for the perfect conditional tense, too. The IF- clause could then be for example *If I had known we have a maths test today...or If I hadn't gone to visit my grandma yesterday...*

Lesson 11. MODAL AUXILIARIES

(can/could, may/might, must, shall/should, will/would)



Orientation activity – defining modal auxiliaries

Procedure:

1. The students are given instructions for the use of a toaster to be read (see handout) and are asked to figure out what the underlined words mean.
2. When they have found a meaning for all the underlined words, the students are asked to form pairs and check them with their friend.
3. After that the meaning of the underlined words are discussed together in the class.

Handout – Instructions for use

Read through the following instructions for the use of a toaster. Then answer the questions on the next page.

Thank you for having chosen our product. You have purchased a modern and reliable toaster which we are convinced you will find very useful and of great help to you. As with any electrical appliance, it is important to follow and observe safeguards. We therefore ask you to study these instructions carefully.

Important safeguards

When using your electronic toaster, the following basic safety precautions should always be observed:

1. The appliance should only be connected to the same mains voltage as that shown on the data label on the bottom plate.
2. Connection should only be made to a correctly earthed socket.
3. The toaster must never be left unattended while it is on.
4. Bread might burn. Therefore the toaster must not be used near or below curtains and other combustible material.
5. Do not insert fingers or metallic utensils into the toaster compartments. Not only may you burn yourself, you may also damage the heating elements.
6. Electrical appliances must only be repaired by a fully trained electrician. Improperly carried out repairs could place the user at serious risk.

Special note:

Do not toast food that will drip coatings or fillings when heated.

Useful hints:

You can repeat the toasting process as often as you like without having to wait.
You might want to set the browning control at a lower level when toasting stale bread, as it toasts more rapidly than fresh bread.
You may cancel toasting at any stage by pressing the cancel button.

Instruction for use adapted from Electrolux Model STO 480

What are the following words used for in the text? What do they express?

can _____

may _____

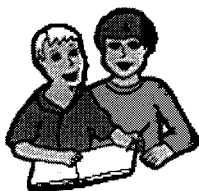
might _____

must _____

should _____

will _____



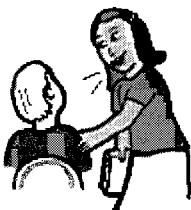


Communicative activity – Problem-solving

(adapted from Celce-Murcia 1987:142-144)

Procedure:

1. Students are shown a description of a problematic situation on a transparency.
2. The teacher asks one of the students to read the text.
3. Each student is given a handout on which there are six possible suggestions how to solve the problematic situation. Students are asked to rank the suggestions numbering them from 1-6/7 so that the suggestion they think is the best is ranked as 1. and so on.
4. The students are asked to form groups of 4-5 in which they should discuss the rankings they have just done and try to reach a consensus in the group.
5. Each group reports the whole class what is their solution to the problematic situation.



Feedback

While the students are talking, the teacher should walk among them checking that they use the modal auxiliaries correctly. If the teacher finds that they are used incorrectly, she/he should ask the pair who produced the erroneous form to reformulate their sentence, e.g., by repeating the incorrect utterance, stressing the erroneous part and using a raising intonation.

A problematic situation

Your friend Peter, who is living in South Africa, calls you and asks for your advise how to solve a problematic situation in his life.

For a little while ago he received bad news from Finland: his Finnish ex-wife and their 6-year-old daughter have had a serious car accident in which his ex-wife had been killed and the daughter had been injured and hospitalised. To make things worse, they have discovered that the daughter has a serious illness for which she will need an immediate operation followed by a long-term and very expensive treatment to get better. Her condition is so bad that they cannot be sure whether she will live and for how long. The daughter has been transferred away from her home town to another hospital. She has no other relatives than her father Peter.

Peter has an important and a very well paid job in South Africa, which he enjoys but from which he cannot get a long leave. If he decides to take a leave much longer than a month, he will lose his job. Peter would like to go to his daughter, but he does not want to lose his job as he is quite certain that he will not get nearly as good a job in Finland. And he needs money to pay for her daughter's treatment. Peter does not like the idea that his daughter would be transferred to South Africa after her operation, because he feels that in Finland his daughter would receive better care.

Another reason why Peter would not want to move permanently to Finland is that he has a girlfriend in South Africa, whom he is thinking of marrying. His girlfriend does not want to move to Finland, because she does not know the language and hates the idea of living in a country where there is a climate such as in Finland.

What would you advise Peter to do?



Below there are six possible suggestions how to solve Peter's problematic situation. Place the number 1 by the suggestion you think is the best, 2 by the second best suggestion, and so on. You can also suggest some other solution that is not mentioned below by writing it in the last box. When you have ranked all the suggestions, form a group of 4-5 students with the students sitting near you. Discuss your rankings and try to find an agreement on the best order of the solutions. After you have finished, you should tell the whole class what you decided Peter should do, giving reasons for your decision.

Some helpful suggestions for giving your reasons in the group discussion:

I think that Peter had better...because he can...

I believe that Peter's daughter may... therefore he should...

I suppose that Peter could...

In my opinion, Peter's girlfriend might...

<i>Your ranking</i>	<i>Group's ranking</i>	<i>Suggestion what to do</i>
		Quit your job, leave your girlfriend and go to Finland to stay there permanently with your daughter.
		Marry your girlfriend and persuade her to move to Finland.
		Go to Finland for as long as you need to because you are too important to be fired.
		Go to Finland for a short while to see your daughter and to organise that someone takes care of her.
		Marry your girlfriend and bring your daughter to live with you after her operation.
		Visit your daughter immediately because she will most probably die soon. Then return to South Africa and marry your girlfriend.
		Some other suggestion:

Lesson 12. PASSIVE FORMS**Orientation activity – Find someone...**

(adapted from Rinvolucri 1984:35-36)

Procedure:

1. The students are given handouts that instruct them to find people to whom the given definitions (see handout) can be applied. They are explained that for each definition they will have to find someone in the class to whom it can be applied and write down his/her name.
2. The students are invited to walk around the class asking questions based on the definitions in order to find people for the definitions. E.g., *Has your bike ever been stolen?*
3. After everybody has finished asking questions and is settled down again, the answers are checked together. The teacher can show the handout on a transparency and write the names of the students who have done the action next to each task.

*Handout - Find someone...***Find someone...**

1. whose bike has been stolen.

Name:

2. who is certain that he/she will be offered a job for the summer.

Name:

3. whose hair is dyed.

Name:

4. who was caught smoking under the age of 18 years.

Name:

5. whose choice of clothes is disapproved by his/her parents.

Name:

6. who thinks he/she may be elected a representative of people in future.

Name:

7. who has been interviewed in a newspaper

Name:

8. who thinks it would be a good idea if English were made an official language of Finland.

Name:

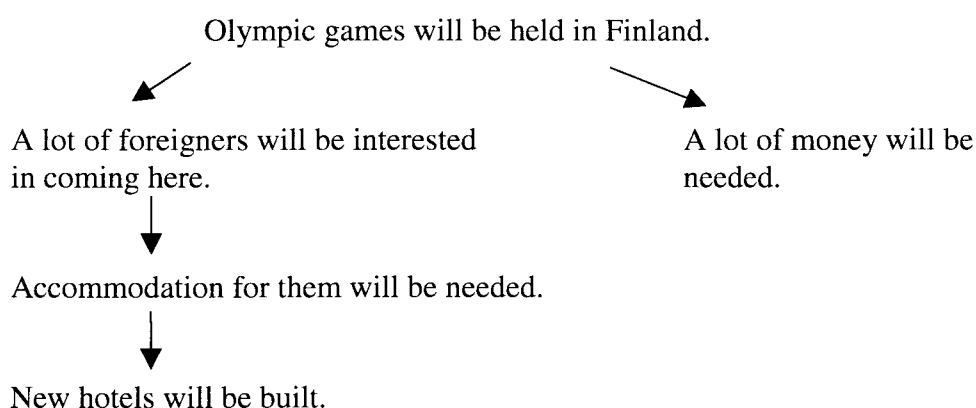


Communicative activity – Results of events

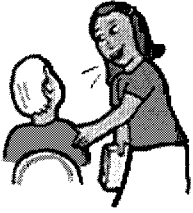
(adapted from Ur 1988:203)

Procedure:

1. Students are asked to form groups of 3-5.
2. The teacher gives each group a transparency (see transparency) in the middle of which there is written a sentence describing an event that would be likely to have far reaching consequences, e.g., *Olympic games will be held in Finland.*
3. The groups are asked to draw a mind map around the given sentence using the same tense than in the given sentence. In order to give the groups an example how to get started, the teacher can ask for suggestions on what kind of consequences it would have if Olympic games were to be held in Finland and draw a beginning of a mind map on the board. E.g.,



4. When all the groups are finished, they are asked to come in front of the class to show their transparency and tell the class what kind of consequences they thought the event that was given to them would have.
5. After the groups have finished giving their results, the other students in the class are asked to commend on them and suggest more possible consequences.



Feedback

If students produce sentences that are not in passive tense, the teacher should ask them to do so. If the students produce sentences containing errors, the teacher should ask the group who produced the erroneous sentence to correct it. If they fail to do so, the teacher should ask other students to correct the sentence.

Transparency - Events to find results for (Each sentence should be copied on a separate transparency)

Finland was stricken by an exceptionally cold winter.

Life was found in Mars.

Nokia will be translocated to another country.

The school building was blown up by a disturbed former student.

Very few babies are born in Finland.

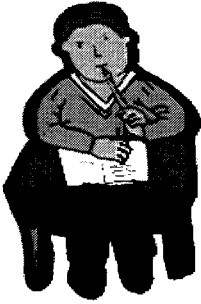
Santa Claus is claimed to live in Sweden.

Mika Häkkinen was elected president.

New lethal virus will be spreading around the world.

Lesson 13.

INTERROGATIVE PRONOUNS



Orientation activity – Whose profile?

Procedure:

1. Each student is given a question sheet (see handout) on which there are questions about themselves.
2. The students are asked to write their name on the top of the paper and answer the questions on the question sheet.
3. After the students have written an answer for each question, the question sheets are collected and put into a pile and placed on a table the blank side up.
4. The teacher asks one of the students to pick up a sheet from the pile without looking at them and report the class on the information given in the question sheet he/she has picked using full sentences, e.g., *This person's favourite TV-series is Friends. If this person could choose, he/she would travel to Australia.*
5. The rest of the students are asked to try to guess who is the person whose answers are being reported. The student who answers right can be the next one to pick up a sheet.

Note. Not all the question sheets should be dealt with but only a few; 3-4 maybe.

Handout - Question sheet

Name: _____

Please, answer the following questions.

1. What is your favourite TV-show?

2. When was the last time you went to the theatre?

3. Who would you like to be for a day if you could choose anybody?

4. To whom in your class would you call if you needed help with maths homework?

5. What kind of food do you like best?

6. Which of the following options would you choose?

- a) two weeks without a mobile phone
- b) three weeks without a TV
- c) a month without the internet

7. Where would you travel if you could choose any place in the world?

8. Of famous people, whose looks do you envy most?



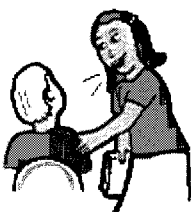
Communicative activity – Who is it?

Procedure:

1. Students are asked to form groups of 3-4.
2. Each group is given 6-8 cards on the other side of which a picture of a famous person cut out of a magazine is glued. The cards are placed on the table the picture side down.

Note. The teacher should find the pictures her/himself beforehand and bring them to the lesson.

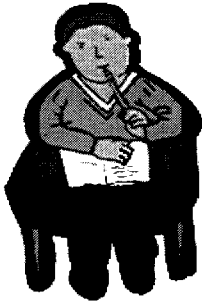
3. One student of each group is asked to pick up a card and the others should try to guess who it is by making questions. The teacher can give them an example for making questions: *What does he do for a living? In which films has he acted? With whom has she performed?*
4. The person who guesses who the famous person is, picks up the next card, and so on until all the cards have been used.



Feedback

While the students are talking, the teacher should walk among them checking that they use interrogative pronouns correctly. If the teacher finds that they are used incorrectly, she/he should ask the pair who produced the erroneous form to reformulate their sentence, e.g., by repeating the incorrect utterance, stressing the erroneous part and using a raising intonation.

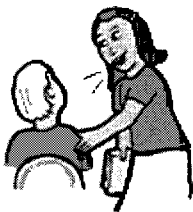
INDEFINITE PRONOUNS



Orientation activity – Reading a text

Procedure:

1. Each student is given a piece of text to read (see handout).
2. The students are asked to read the text through and underline the words that refer to a person or to a thing (indefinite pronouns) without saying what they are.
3. When they are finished, the students are asked to form pairs and check that they both have underlined the same words and define whether the words refer to a person or a thing or to something else.
4. After all the pairs have finished, the students are asked one at a time to read out aloud the text one sentence at a time and tell class what they have underlined in the sentence and to what the word refers. The teacher can underline the words in the text copied on a transparency.



Feedback

When a student has given the words he/she had underlined and the teacher can ask the other students do they agree. If they do, the teacher can underline the words on the transparency. If they disagree, they are asked to correct the error. Also the person who have read the sentences should be asked to participate in correcting possible errors.

Handout – Text extract

Well, Pooh was humming to himself, and walking gaily along, wondering what everybody else was doing, and what it felt like, being somebody else, when suddenly he came to a sandy bank, and in the bank was a large hole.

“Aha!” said Pooh. “If I know anything about anything, that whole means Rabbit,” he said, “and Rabbit means Company,” he said, “and Company means Food and Listening-to-Me-Humming and such like.”

So he bent down, put his head into the hole, and called out:

“Is anybody home?”

There was a sudden scuffling noise from inside the hole, and then silence.

“What I said was, “Is anybody at home?” called out Pooh very loudly.

“No!” said a voice; and then added, “You needn’t shout so loud. I heard you quite well the first time.”

“Bother!” said Pooh. “Isn’t there anybody here at all?”

“Nobody.”

Winnie-the-Pooh took his head out of the hole, and thought to himself, “There must be somebody there, because somebody must have said ‘Nobody.’ So he put his head back in the hole, and said:

“Hallo Rabbit, isn’t that you?”

“No,” said Rabbit, in a different sort of voice this time. But isn’t that Rabbit’s voice?”

“I don’t think so,” said Rabbit. “It isn’t meant to be.”

“Oh!” said Pooh.

He took his head out of the hole, and has another think, and then he put it back, and said:

“Well, could you very kindly tell me where Rabbit is?”

“He has gone out to see his friend Pooh Bear, who is a great friend of his.”

“But this is *me!*” said Bear, very much surprised.

“What sort of Me?”

“Pooh Bear.”

“Are you sure?” said Rabbit, still more surprised.

“Quite, quite sure,” said Pooh.

“Oh, well, then, come in.”

So Pooh pushed and pushed his way through the hole, and at last he got in.

“You were quite right,” said Rabbit, looking at him all over. “It is you. Glad to see you.”

“Who did you think I was?”

“Well, I wasn’t sure. You know how it is in the Forest. One can’t have *anybody* coming into one’s house. One has to be *careful*. What about a mouthful or something?”

Pooh always liked a little something at eleven o’clock in the morning, and he was very glad to see Rabbit getting out the plates and mugs; and when Rabbit said, “Honey or condensed milk with your bread?” he was so excited that he said: ”Both,” and then, so as not to seem greedy, he added, “But don’t bother about the bread, please.” And for a long time after that he said nothing... until at last, humming to himself in a rather sticky voice, he got up, shook Rabbit lovingly by the paw, and said that he must be going on.

“Must you?” said Rabbit politely.

“Well,” said Pooh, “I could stay a little longer if it – if you –“ and he tried very hard to look in the direction of the larder.

“As a matter of fact,” said Rabbit, “I was going out myself directly.”

“Oh, well, then, I’ll be going on. Good-bye.”

“Well, good-bye, if you’re sure you won’t have any more.”

“Is there any more?” asked Pooh quickly.

Rabbit took the covers off the dishes, and said, “No, there wasn’t.”





Communicative activity – Noughts and crosses

(adapted from Rinvoluceri 1984: 13-14)

Procedure:

1. The class is divided into two teams: team A and team B.
2. The teacher draws a grid (5 x 5 squares) on the board and explains the students that the grid is for a game of noughts and crosses in which a row of five crosses or noughts is attempted to form. In order to make sure that everybody knows the rules of the game, the teacher asks a student from team A to come to the board and draw a cross in the grid. Then a student from team B is asked to come to the board and draw a nought in the grid. This is continued until one of the teams gets a row of five crosses or noughts and wins the game.
3. Now that the students are familiar with the game, the teacher shows them a grid with words in it on a transparency (see transparency).
4. A student from team A is asked to come to the transparency and choose a square by drawing a cross in it. He/she is told that he/she has 30 seconds to produce a sentence using the word in the chosen square and write it on the board. His/her team is asked to correct the sentence if it is erroneous. When team A thinks that the sentence is correct, team B is asked if it indeed is. If the sentence is correct, team A gets to keep the cross that was drawn in the grid. If it is erroneous, the cross is cancelled. This is repeated until one of the teams gets a row of five crosses or noughts and wins the game.

Transparency - Crosses and noughts

some	each	another	every	nobody
everybody	any	someone	none	something
no one	both	nothing	anyone	either
other	anything	many	everything	else
neither	somebody	everyone	few	anybody

RELATIVE PRONOUNS



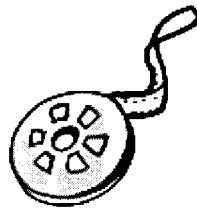
Orientation activity – Film quiz

Procedure:

1. The students are asked to form groups of 3-5.
2. They are explained that the groups are teams in a film quiz competing against other teams.
3. The teacher asks the first question and shows it on a transparency (see transparency). The students are asked to write down their answer on a piece of paper (=answer sheet).
4. When all the questions have been asked, the groups are asked to swap their answer sheets with other groups.
5. The teacher reads again each question asking the groups to state their answers aloud. The teacher tells which of the answers is correct, and if nobody knows the right answer, the teacher can give it.
6. The groups receive one point for each correct answer. The groups mark the points on the answer sheet they have received in swapping and count the total score.
7. When all the answer sheets have been scored, they are returned to the right groups. The teacher asks how many points each group got and the group who has the best score is declared the winner.

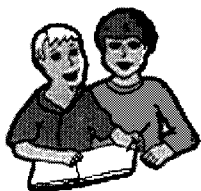
Transparency - Film quiz

1. _____, who became known as Han Solo in Star Wars films, later starred in a series of adventure films.
2. _____, which was the first long animated film by Disney, is loved by children all over the world.
3. In _____, Vivian Leigh played a character, whose name was Scarlet O'Hara.
4. _____ was the last film that Stanley Kubrick made.
5. _____ was the film in which Richard Gere bought Julia Roberts for a week.
6. In _____ Kate Winslet and Leonardo di Caprio travelled in a ship that sank.
7. Rocky Balboa was the boxer about whom _____ made four films.
8. All the children, who are under _____ years old, are not allowed to watch Lord of the Rings.



Answers:

1. Harrison Ford
2. Snow White
3. Gone with the wind
4. Eyes wide shut
5. Pretty Woman
6. Titanic
7. Sylvester Stallone
8. nine

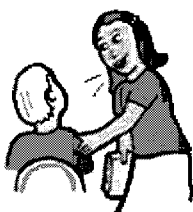


Communication activity – Defining nouns

(adapted from Ur 1988:268)

Procedure:

1. The students are asked to form pairs.
2. Each pair is given a different list of nouns (see handout) and is told to write definitions for each noun. A couple of nouns can be defined together with the class as an example, e.g., the teacher writes *a spoon* and *an author* on the board and asks students to suggest definitions for them, possible definitions being *an object that can be used for eating soup* and *a person who writes books*. The pairs are asked to write their definitions on a separate piece of paper but leave out the noun.
3. After all the pairs have written a definition for all the nouns in their list, they are asked to swap the definition papers with another pair and to try to guess what were the original nouns on the other pair's list.
4. When the pairs think they have worked out the original nouns, they are asked check the answers from the pair who wrote the definitions.

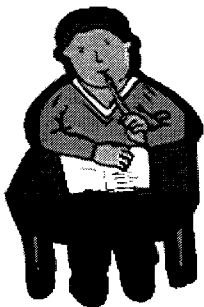


Feedback

While the students are writing definitions for the given nouns, the teacher should walk among them checking that they use relative nouns correctly. If she/he spots an error, she/he should ask the group that produced it to correct it, e.g., by repeating the incorrect sentence, stressing the erroneous part and using a raising intonation.

Handout – list of nouns to cut out

a lawyer a library Lapland a lollipop	Christmas a calculator customs a crocodile	tourist a tie a tornado Thailand
an elephant an engagement an emigrant an elf	the summer a slipper a student Stockholm	a dentist a diamond Disneyland a double-decker
a roundabout a reporter a rose a riddle	milk a monster March a millionaire	oatmeal an orphan oxygen an onion
a bartender a birthday a butterfly a Bulgarian	a kitchen a king a kindergarten a key	Florida a family a feminist a forest
the world a waitress a window a whale	an adult Australia afternoon an ashtray	a pyramid a prison Paris a policeman

Lesson 14. PREPOSITIONS**Orientation activity – Finding a match**

(adapted from Ur 1988:230)

Procedure:

1. The students are given copies of grid handout (see handout) in which there are beginnings of a sentences and definitions of time and place.
2. The students are asked to mark the alternatives they prefer.
3. They are explained that they will have to try to find a person who has made same choices by going around in the class asking questions based on the text of the grid.
E.g., *Where are you going for a holiday?*

Handout - preposition grid

I'm going to spend my holiday...

in Rome	on the west coast of Finland	out of town
at my sister's	in the countryside	at the sea
by the lake	near London	on a cruise

I'm setting off for the holiday...

on Monday	in the evening	on my birthday
in the spring	at Easter	at 11 o'clock
at once	on June 5 th	at night

I will most probably spend my holiday...

being in a constant hurry	being stuck at the airport	reading about local history
on the beach	on a rented motorbike	taking photos for fun
worrying about school	in bed in my hotel room	talking on the phone

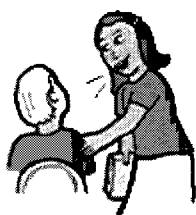




Communicative activity – Finding a dream house

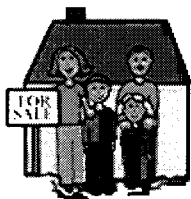
Procedure:

1. The students are asked to form pairs.
2. The pairs are divided into two groups: one group is supposed to be families looking for a house/an apartment to buy and the other group is supposed to be families selling their house/apartment.
3. All the pairs are given a housing form (see handout). The pairs who are looking for a house/an apartment are asked to fill in what they want from it, and the pairs who are selling their house/apartment are asked to fill in information about it. As an example, the teacher can ask for a few suggestions what to fill in the form or show the students a filled in example form (see transparency).
4. When all the pairs have filled in their form, they are asked to go and see the ones selling their houses/apartments and try to find a place they would like to buy. The pairs who find a deal are asked to present their forms to the class. Note. The match does not have to be perfect, the pairs can decide to settle on something they like even if it does not match with their original demand.



Feedback

While the students are filling in the housing forms, the teacher should walk among them checking that they are using prepositions correctly. If she/he finds that they are used incorrectly, she/he should ask the pair who produced the erroneous form to reformulate their sentence, e.g., by repeating the incorrect utterance, stressing the erroneous part and using a raising intonation.

Handout – Housing form

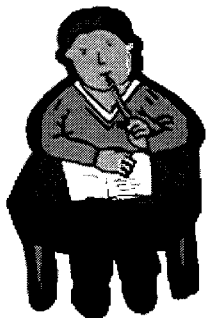
Please fill in the information about the house/apartment you are looking for/selling.

Living area (m2)	
Location	
Surroundings	
Equipment (what and where)	
Storage (what and where)	
View from the house/apartment	
Traffic communications	
When the house/ apartment is built	
When the house/apartment should/will be available	

Transparency – Housing form (example)

Living area (m2)	<i>80 m2: two bedrooms, a living room, a kitchen and a bathroom</i>
Location	<i>In the town centre</i>
Surroundings	<i>In a quiet side street, next to a small park</i>
Equipment (what and where)	<i>A stove, a fridge and a dishwasher in the kitchen A shower and a sink in the bathroom Parquetry in every room</i>
Storage (what and where)	<i>A walk-in closet in one of the bedroom, a cupboard in the other bedroom, a cellar in the basement</i>
View from the house/apartment	<i>From the living room and the kitchen: over the park From the bedroom: on the street</i>
Traffic communications	<i>Several bus lines to the other parts of the town Train connections to other towns</i>
When the house/apartment is built	<i>In 1968</i>
When the house/apartment should/will be available	<i>At the end of April</i>

Lesson 15. REPORTED SPEECH

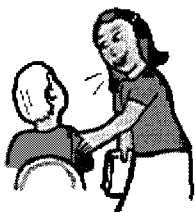


Orientation activity – Finding instances of reported speech

(adapted from Ur 1988:136)

Procedure:

1. The teacher gives each student a cutting of a text (see handout).
2. The students are asked to mark in a fluorescent pen instances of reported speech.
3. When they have finished the marking, the students are asked to form pairs and compare the sentences they have marked.
4. The pairs are then asked one pair at a time to read out loud the sentences they have marked. When a pair is reading a sentence, the teacher shows the piece of text to the class on the transparency (see handout (transparency)) and underlines the sentences after the groups have read them.



Feedback

When a group has read the sentences they had marked as reported speech and the teacher has underlined them on the transparency, she/he can ask the other students do they think all the underlined sentences are examples of reported speech. If someone disagrees, they are asked to correct the error. Also the group who have read the sentences should be asked to participate in correcting possible errors.

Teacher admits she took the pill after drunken party with pupils

Independent 7th February 2001

The teacher accused of seducing two schoolboy brothers admitted yesterday she took the morning-after pill on being told that she had had sex with a third boy.

Amy Gehring, 26, admitted taking the pill after hearing rumours that she had sex in a lavatory with the boy at a party.

Miss Gehring told Guilford Crown Court that she could not remember what had happened at the party because she was so drunk that she had passed out. "I don't remember anything like that happening. I thought, 'Oh my God, if that has happened and he ejaculated inside me I could be pregnant.' I felt sick," she said.

She fought back tears as she insisted that all the children who had given evidence against her were lying.

Miss Gehring, a science supply teacher, admitted that she had found the elder brother attractive but said she would never have wanted a relationship with any pupil.

She told the court she had suffered inappropriate sexual conduct at the hands of her pupils, saying they had grabbed, touched or made gestures about her every day.

Miss Gehring, a Canadian national living in Hampton, west London, faces four charges of incident assault at Guilford Crown Court. She is accused of having had sex three times with a 15-year-old-boy and once in an alleyway with his younger brother, then aged 14.

Earlier, the trial judge directed the jury to find her not guilty of one offence of indecent assault against the third boy, 15, saying there was insufficient evidence. Miss Gehring was cleared of the charge against the youngster.

Questioned by Andrew Thompson, the defence barrister, about whether she had ever had sex

with the elder of the two brothers, she replied: "No. Never."

Asked about the boy's allegation that she seduced him in an alleyway while walking with him after school, she vigorously denied having sexual intercourse with him, and insisted that he had told her that he was 16 years old, and had twice asked her for her mobile phone number.

Miss Gehring admitted they became friends and that she found him attractive, but insisted she did not want a relationship with him, or with any pupil. At the New Year's Eve party where she is alleged to have had sex with the same boy she said she was extremely drunk and being sick, and could not remember what had happened that evening.

Questioned about her behaviour while she taught at the school, she said: "I can't believe that was me. I should never have become friends with them in that way. I looked at them as if they were my friends at home."

Miss Gehring told the court she had come to England alone in August 2000, having split from her boyfriend after five and a half years. The teacher, originally from Ottawa, was employed at a Surrey school at the time of the alleged offences between November 2000 and January 2001. Neither the school nor the pupils can be identified for legal reasons. Miss Gehring said she had come to England to make a new start. She told the court: "I wanted to go, to get away and try to live my life without my ex-boyfriend in the background."

On arriving in the country she said she had been lonely and had no friends or family to turn to. She told the court that the daily two-hour train journey she made to and from the school meant that she had had no time to meet people of her own age.

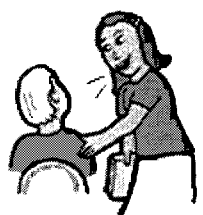
The trial continues



Communicative activity – What happened?

Procedure:

1. The students are asked to form pairs. One member of each pair is sent out of the classroom.
2. The remaining students are shown a videotaped scene of some well-known TV-series in English language (e.g., Friends, Sex and the City, Frasier) and are asked to take notes so that they will be able to explain what happened in the scene. The video clip can be shown twice.
3. The second members of the pairs are asked back to the classroom.
4. The students who have seen the video clip, are asked to tell their friends what happened in it. The listening member of the pair is asked to take notes and ask questions if they like.
5. After that the students are asked to swap pairs so that each pair will again be formed of one student who has seen the video clip and one that has not.
6. The students who have not seen the video are asked to explain to their friends what happened in the clip. The students who have seen the video are asked to comment on the explanation; agree or disagree and possibly make corrections on the story.



Feedback

While the students are talking, the teacher should walk among them listening to the conversations. If the students produce erroneous forms of reported speech, the teacher should draw their attention to it, e.g., by repeating the erroneous sentence, stressing the incorrect form and using a raising intonation. If the student who produced the error fails to correct it, the teacher should ask the other member of the pair to try to do so.

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