



Chapter 3.

Grammar across Sentences

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The communicative situation

Web activity 1.

Comment on your expectations of the following genres regarding the communicative situation:

- academic essay
- personal letter to a friend
- formal letter
- campaign leaflet
- news article
- article for a magazine
- fairytale
- fantasy story
- column for a magazine
- short story
- speech/paper for a conference
- letter to the editor
- job application
- interview
- autobiography
- review of a film/novel
- summary
- blog
- diary
- ???

Web activity 2.

1. You are a student teacher in English and are doing part of your school placement at a boarding school far away from home. You have a boy in your class (Year 8) who is extremely rude towards you and the other children. Today he used the f-word when you handed back an essay to him in which he got a poor mark. You decide to write about this experience in:



- | | |
|---|--|
| a. a letter to the boy's parents | d. a letter to the editor in <i>The Guardian</i> |
| b. a letter to your boyfriend/girlfriend or your husband/ wife | e. your diary |
| c. an article in an English equivalent of the magazine <i>Folkeskolen</i> | f. a short story |
| | g. ?? |

- In groups: pick at least two of the genres above and write the first and the last lines of these texts.
 - Before writing, consider the communicative situation carefully: what is the relationship between you and the reader, why are you writing and what are the characteristics of the particular genre? How will your choices affect the level of style, the tone of voice, the choice of vocabulary etc?
 - In class or in new groups: Compare your texts and discuss how they differ.
2. Now you should make a suggestion for a similar task that could be used at school – in Year 5 and/or in Year 9. You will probably have to change the situation and the problem.
 3. Discuss why this type of task is relevant for pupils by examining the CKF area called “Sprog og sprogbug” in our National Curriculum (*Fælles Mål 2009 Engelsk*) in the relevant key stages (Trinmål). Discuss which aims your task will meet.

Web activity 3.

Identify the level of style (formal or informal) in the following sentences. How does the use of grammar signal this? In sentences *a-e*: Which one is formal and which one is informal? How does the use of grammar signal this? Change the level of style in sentences *f-i*:

- The man whom she married was from Norway.* ↔ *The man she married was from Norway.*
- Me and Peter got on the plane at 9.* ↔ *Peter and I (myself) boarded the aircraft at 9.*
- The group of young people who are sitting at the next table are making so much noise that my friends and I find it difficult to continue our conversation.* ↔ *There's a lot of young people at the next table. They are making so much noise we can't talk.*
- His going to Germany worries me a lot.* ↔ *I am worried because he is going to Germany.*
- Which town do you live in?* ↔ *In which town do you live?*
- “When are you meeting her?” “Half past eight.” “At your place?” “No, at Michael's.”*
- This guy I talked to, well, he rang me and said he didn't wanna come anyway.*
- One should always do one's best.*
- “Might I borrow this book, Mr Smith?” asked the young girl.*

Web activity 4.

Readers often have problems with the communicative situation and choosing an appropriate level of style. Compare and discuss what is good and bad in the following excerpts from learners' texts:

A. See you in September.

The task given to the learners said¹:

Amy from Bristol is coming to your school next term. Write a personal letter...to her to introduce her to your school in Denmark. Include information about:

- *the location of your school*
- *Timetable and subjects...*



Learner 1

Dear Amy

My school name is xxx School. It lays in Kolding, Denmark.

I am going in Year 9.

On Monday had I four lessons. On Tuesday had I seven lessons. On Wednesday had I six lessons...

Learner 2

My name is Charlotte, and I live in xx which is close to Kolding.

I would like to tell you about my school, xx School. It has about 800 students and I think that this makes it a very large school. We have a headmaster named Henrik at my school.

I think he's okay, but sometimes he's a little grumpy.

B. Travelling light

The pupil was given a picture of a room with lots of souvenirs and personal belongings scattered about. The task² said: *You are travelling through Europe. Two days after arriving at this place something unforeseen happens. Write about it.*

Here are the beginnings of two learner's texts:

Learner 1

1 I have travelt from Denmark too Paris, to see the Eiffel tower i should stay at a
2 hotel in Paris, near the Triumphal arch. The first day I was in Paris, should we eat
3 at the best and the finest restaurant in the world, maxims. And we were having a really nice
4 dinner, and after that, we were going back to our hotel we decided to go early to bet, becouse
5 we where going to see the beautiful Eiffel tower next day. I am travelling wit my girlfriend
6 she won a trip in a lottery, i will also buy a lot ofsouvenirs to bring home for my mum and my
7 sister's, to a memory from the trip. Well. We had a really good long night sleep, so we were
8 fresh to the long day.
9 We were going down in the eatingroom, were we should have some breakfast. They
10 are also making very good breakfast in France, but breakfast is very expensive. It was
11 costing us about 50 pound to see the big Eiffel tower. But we have one problem we
12 have buoyed the ticket's at a dealer down in the city we got the ticket's and he got the
13 money, but suddenly the cops came, fuck!!!! we were running, but the cops catch us at
14 least, and we got a ticket, becouse it was a crime we should pay 200 pound,
15 becouse it was only a small crime.

Learner 2

1 I come into my room, it was late, and I get some drinks earlier at the day with
2 some friends.
3 I was in chock, all my stuff was split and the television was on, there was a slip
4 on my bed with big letters LEAVE MY ALONE, TURIST!.
5 I walk down stairs to the information and I ask the lady "have you give up my
6 key to someone" the lady as called Sharon said to me "no, but there was a loud
7 noise up stairs".
8 Someone was after me, but who, and why?
9 It was a big mystery, I has to clear up who the perpetrator was but how.
10 No one was there at this time, maybe.
11 Next morning I call the police and I explain what happen that night.
12 30 minute later a police guard comes and he should estimate how bad the
13 situation was. He said to my later "I am sure they brake-in, wen you was down
14 in the city"



15 I could now clean my room and the police helping my to find my perpetrator.
 16 Few days later, it was dark outside, I lay in my bed, read a book, just before my
 17 eyes closed, I hear someone outside.
 18 It was a Nigger and a white man [...]
 19 I saw this security guard standing with a big revolver in his hand.
 20 I don't know what I should do I was so scared.
 21 Then there came another security guard behind me, now I was lost, he takes
 22 my arm and pushes me into the wall and he yells into my head "what the fuck
 23 are you doing at this ship!

C. What is success in life?

In this task³, the poem by Ralph Waldo Emerson "What is Success?" is quoted and then the task says: *How do you feel about the poem? What would make YOU feel successful?*

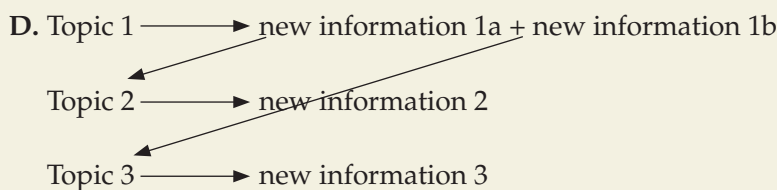
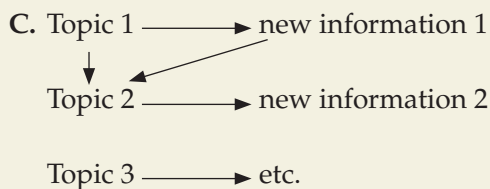
1 I think that it is a good poem. Because what is success in life? Is it to have a big
 2 job? Or is it to have lots of family and friends as love you? I don't think that you
 3 can tell. For some people is success to make it from day to the next. But I think
 4 that Ralph Waldo Emerson is in on the right thing. It does not matter what car
 5 you drive in or were your address is the make your Life a success, its just a
 6 bonus. It is the small thing ho helps you through the day, There make your Life
 7 a success!!! [...]

8 I ones heard a man in a big BMW, say to another man in a small Mazda, what
 9 a ugly car!!! And the man in the Mazda just looked at him an said, "its not
 10 about what car you drive is how you drive it!!!" I think that you can say the
 11 same about Life. Its not about having a big car and living in a big house, its
 12 about being satisfied with what one has got...

Coherence: How texts make sense

Web activity 5.

In 3.5.1.1. we established that the simplest pattern is the z-pattern, but there are of course variations. Below you will meet two other patterns. The new information may not turn up as topic in the following sentence, but a bit later in the text (C) or the new information may consist of two or more elements (D); etc.

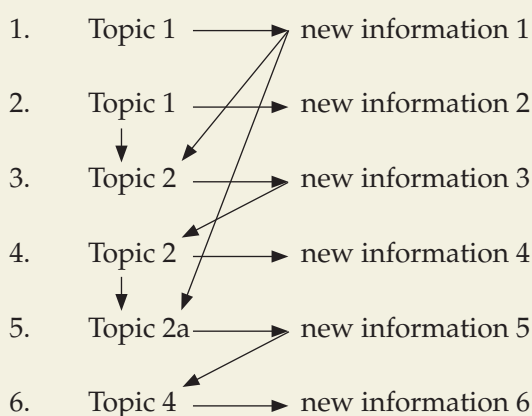


Let's look for these patterns in a text about soccer in South Africa⁴:



Topic	New information	Explanation
1. Soccer	is the national sport of South Africa.	This text is about soccer (= topic) and we learn that also in South Africa they are keen on that sport.
2. Soccer	has always been a popular sport.	Same topic as in 1, but new information.
3. Blacks of all ages	have spent hours both in the country and in the townships kicking a ball around.	The topic echoes the new information in 1 (<i>South African people</i>). New information is added.
4. If they couldn't get a ball, they	used anything that was round and could roll.	<i>They</i> is the same topic as in 3. <i>The ball</i> from the new information in 3 is repeated as topic. New information is added.
5. The National Team	has been nicknamed "Bafana Bafana" which simply means "The Boys",	The topic is a re-focusing of the new information in 1. New information is added.
6. and in 1996 "The Boys"	united the whole country in triumph when they won the Africa cup.	<i>The Boys</i> from the new information in 5 is repeated as topic in 6. New information is added.

If we want to show the structure of the soccer text, it would look like this:



Now it is your turn:

1. Find the topic and the new information in each of the sentences in the following text⁵ about gold digging in South Africa.
2. Explain the relations between the different elements.
3. Make a drawing with arrows indicating the structure (as above)

1. *The first gold was discovered in 1871 in South Africa's Northern Province.*
2. *Not much was found,*
3. *but in 1886 an amateur gold digger dug into one of the world's largest gold reefs, the Witwatersrand*
4. *which lies just north of Johannesburg.*
5. *This reef, also called "The Rand", stretches out over 500 km,*
6. *but in many places it is several kilometres under the ground.*



Web activity 6.

Here are two learners' texts (Year 10).

1. Comment on them with regard to the information principle.
2. What advice would you give the students?

(Student A has just told how gossip made the life of her family a misery).

A.

- 1 I think that the episode, I just have told is so ridiculous, they are grown people, but maybe
- 2 they have it the same way as children/young people. If somebody hurt us then they should
- 3 have get paid or as in the quotation: "an eye for an eye." But that is a very selfish way to think,
- 4 unfortunately I only think that is going to be more "in" to give revenge because human today
- 5 are very selfish, and it is getting worse.

B.

- 1 I've chosen to write about mobile telephones, Mobile telephones have become a big part in
- 2 teenagers life. It all started when I was about thirteen years old. Many of my friends bought a
- 3 telephone, and if you ask them today, without any reason. They had seen some commercials
- 4 in TV, and now they wanted a mobile telephone too. Mobile telephones have existed in many
- 5 years, but the today's mobile telephones can do much more than ever. Today, it's not only a
- 6 telephone, it's also a computer with internet and small games. Let us just say, that the game
- 7 boy has got an enemy. I hate the fact, that people buy telephones for having fun. Of course is
- 8 it fun to have a telephone, but children use all their money on it. Young teenagers get tempted
- 9 by these telephones, because they e.g. have a nicely blue colour with an extremely cool care
- 10 on it. People who work with telephones have suddenly got a lot of work, and the telephone
- 11 business has become very big.

Web activity 7.

1. Can you think of other pairs of verbs that reverse the relationship between topic and new information?
2. Make pairs of sentences like those in the eye opener.
3. Make an exercise with topic maintenance verbs that you can use with pupils.

Web activity 8.

1. In pairs: Each student should find a non-fictional text on-line and delete the division into paragraphs. Swop texts and let your partner divide the text into paragraphs - look out for new topics. You might use the text about paragraphs found in this link: <http://www.indiana.edu/~wts/pamphlets/paragraphs.shtml>
2. Afterwards discuss this activity from a teacher's perspective.

Web activity 9.

Analyze how this learner has divided her text into paragraphs. What is good and what is bad about the way she divides it? Would you advise her to reorganize her text? (Ignore the other mistakes).



1 *Sometimes when I'm all alone in the house, I think about all the things in my life. I'm sitting near*
 2 *the window and I look out in Londons streets and I see children everywhere with their family's.*
 3 *Then I think:"What happened to my family?"*
 4 *I have never meet my father, I don't know were he is, I don't know what he looks like and I don't*
 5 *know his name.*
 6 *In my heart there is a very big empty place. That place is safed for my father and I hope that*
 7 *some day the place will be filled with happiness and love from my father. Sometimes I blame my*
 8 *mother because she never had mentioned my father, but I have learn to lived with it.*
 9 *When I look out of the window I'm thinking, why am I here? I'm young, I will out and see the*
 10 *world and try something that I never have done before.*
 11 *But that is just a dream, because I love my husband with all my heart and I know he don't want*
 12 *to travel so I must stay home with him.*
 13 *I'm 29 years old and I don't have a kid.*
 14 *Right now is that my biggest drem, have a baby with the man I love.*
 15 *The only problem is that my husband thinks that his career is more important, than makes this*
 16 *family and my life complete at the time. When I went to Cover Girl Model School the teachers*
 17 *always told me that I was a very beautiful young girl and I could get a career as a Cover Girl if*
 18 *I would.*
 19 *But I turn them down because at that time, I was going to marrie Joe Porter.*
 20 *And now I'm thinking, have I done the right ting?*
 21 *I don't think that I ever will find out, what was right and what was wrong.*
 22 *I'm going to live my life just as it is right now, and later I maybe find out what was right and*
 23 *what was wrong.*

Web activity 10.

Identify and evaluate the introduction and the conclusion in the following learner's texts. What makes them good and/or what makes them bad?

Text A: Capital Punishment 1

1 *Capital punishment is an issue hotly debated in the US. In Europe the countries are unanimously*
 2 *against it, but in the US it is often of central concern in presidential runs. In the last presidential*
 3 *run, however, it did not become an issue as both Gore and Bush are in favour of the death penalty.*
 4 *The question of whether to have Capital Punishment or not is a very important question as concerns*
 5 *taking the life of another man. It is a difficult decision as there are both pros and cons. The argu-*
 6 *ments for death penalty is that the criminals who have committed the worst of crimes receive the*
 7 *ultimate punishment. An added benefit to this is that the criminal cannot commit the crime again*
 8 *and thus the society has got rid of him. This all sounds very good. But there are also cons. What if*
 9 *the accused turns out to be innocent? This might be one of the reasons why Amnesty International*
 10 *clearly opposes Capital Punishment. They fight for human rights and we can say that a human be-*
 11 *ing has the right to live.*
 12 *Capital Punishment has its pros and cons and surely it can be difficult to make the right decision.⁶*



Text B: Capital Punishment⁷ 2

1 *Capital punishment is a hot issue, and one on which everybody has a standpoint. This is understand-*
2 *able as it concerns the moral issue of killing someone who has himself killed someone. There are, of*
3 *course, both pros and cons about this issue. However, the cons outweigh the pros by far, for moral as*
4 *well as practical reasons.*
5 *Morally, the question of Capital Punishment is whether to turn the other cheek or to take an eye for an*
6 *eye. If a person takes the life of another person, should he himself be deprived of his own? Or should we*
7 *find another non-violent way of dealing with the problem? The choice we make reflects the moral sta-*
8 *tus of our nation. Some may argue that a killer should be punished by death, but if we kill the killer, we*
9 *ourselves become killers and show that killing is a means of communicating and coping with problems.*
10 *Surely, such savage behavior is not ideal and therefore not something we can support.*
11 *Practically, Capital Punishment concerns the issue of how to prevent future crimes and how to protect*
12 *the society of the criminals. On the surface it seems obvious that killing the murderer would prevent*
13 *him from killing again and perhaps also scare other potential murderers off. Further, by killing the*
14 *murderer the society can get rid of him. But, and here is a big but: can we be sure that we have the right*
15 *guy? The answer is No. The world has an embarrassing high rate of innocent deaths on its conscience.*
16 *This is hardly surprising as the criminals often cannot afford to hire the best lawyers to defend them*
17 *in court. This is not practical, this is discriminating.*

18 *In conclusion, death penalty might have some apparent advantages, but when considering the*
19 *issue in depth, it becomes clear that we cannot accept Capital Punishment. It is irrational for*
20 *practical as well as for moral reasons. We have to create a society in which we send out a message*
21 *of non-violence and justice.*

Web activity 11.

Group work: Each group is responsible for finding a text in a specific genre to give to another group. The text should be jumbled so that the paragraphs are in the wrong order but the sentences within each paragraph are in the correct order. The group that receives the text should try to unjumble the text.

The genres and examples listed below could be used as inspiration and you might find the links suggested useful. Here are the specific instructions:

The paragraphs and headlines have been jumbled, but the sentences within each paragraph are in the correct order. You must sort them out again. When doing so, think of:

- a. What elements would you expect to find in each genre?
- b. What is the structuring principle in each genre, e.g. time or argumentation?
- c. What linguistic clues might help you to find the correct order?

A. Description

When living wild, guinea pigs are sociable animal. Among several South American indigenous people they play an important role as a food source, in folk medicine and for religious ceremonies. In western societies the guinea pig has enjoyed widespread popularity as a household pet.

Guinea Pigs belong to the family Caviidae and are native to the Andes where they are found in a great variety of habitats. They are small rodents with short ears, short legs and no tail. In many ways they resemble their cousins, the hamsters.



There are three main types of Guinea Pig: the English, which has short hair; the Peruvian, which has long hair; and the Abyssinian, which has hair in swirls. The colours may be solid white, grey, brown or black.

B. Anecdote

The old man replies, "I can't remember where I live!"

The young man says, "Well, then why are you crying?"

An old man is sitting on a park bench sobbing quietly. A young man is walking by and asks him why he is crying. The old man says, "I'm retired and I have lots of money, a huge luxury apartment, and a beautiful 25-year-old wife."

C. Argument.

Here is an argumentative text called People of the Amazon: <http://www.greenpeace.org/international/en/campaigns/forests/amazon/people-of-the-amazon/>

D. Recipe

Here is a link for a recipe on Steak and Kidney Pie:

<http://www.allbritishfood.com/Steak%20And%20Kidney%20Pie.php>

E. Personal recount

Write a short description of what you did last weekend/last summer.

F. Blog

A week passed and we got to see nanny in hospital. Her name was Joy so that's what we called her. She was blind and very sick so she couldn't see us. I sat on a chair by the window and looked down at the view. It was amazing.

About three months ago we saw her again and it was her birthday. We took lots of photos.

After the phone call mum came in the lounge crying. We thought someone had died or been badly hurt but then she said that Jigsaw had just rung and they had found her mother. About five minutes later I started crying as well but we cried out of happiness. After that mum talked to me about Jigsaw so I understood better.

It was a weekend when I was nine years old and the phone rang so my mum answered it. It was a phone call from Jigsaw, which is a place where they help find people's mothers because they have been adopted.

Mum knew she was adopted ever since she could remember and if she had a wish she would wish to find her mother and see her family. Jigsaw said that they had found her mother and that she was in Flinders Medical Centre with diabetes. Mum and the person on the other end of the phone talked for a while and then just hung up.

The next day we got a phone call from the hospital saying that she had died overnight.

The time I saw my grandmother

Then I sat on the bed and held her hand and we talked about lots of things. Our grandpa was there too and we called him Alec, he's very nice.

We were sad but in a couple of weeks we got over it.



Cohesion: How texts hang together

Web activity 12.

1. Identify the referent for each of these referring forms (marked in bold).
2. State in each case whether it is an example of back or a forward reference.
 - a. *In the brief year between **his** first encounter with Florence and their wedding, Edward was often an overnight guest at the large Victorian villa.*
 - b. *The woman says **she** is Natascha Kampusch and relatives of the missing girl say **they** are confident **she** is telling the truth.*
 - c. ***It** doesn't often come up directly, but people sometimes hint at **it** – can you, should you cheat at exams, and if so how can you get away with **it**?*
 - d. *He was late, **which** was bad, but **what** was worse, he didn't apologize.*
 - e. ***This** is the number to call in case of emergency: 112*

Web activity 13.

Below is a learner's text from Year 10. Identify and correct the problems regarding substitution and suggest how to help the learner:

1 Behind The Door

- 2 *I just stood looking at the four doors and where thinking witch one of them I should choose, after I had*
- 3 *thought in a while witch one of them I should open, I just picked number 4 it look very old and I where*
- 4 *curios to see what was inside it.*
- 5 *I did open the door and into a dungeon I came...*
- 6
- 7 *But then I here a noise who sounded like an old man singing. I followed the noise until I found the old*
- 8 *man, he where just sitting and singing around a table with some glasses of bier. It sounded like the old*
- 9 *man was a little drunk. Not also was he drunk but also very old. I started to talk with him and that*
- 10 *was a very bat Idea because he where very scary he looked like he have bin here forever. I asked him*
- 11 *how old he was and he said that he where 100 years old and that he had lived in the dungeon all he's*
- 12 *live. Then I asked why he had living in a dungeon all he's live, then he said that he liked living here,*
- 13 *but in the start he hated it...*
- 14 *Did you say ghosts? I asked. Yes, ghosts. Do you believe in ghosts, the old man asked. No, not really,*
- 15 *but after this experience I do I said to the old man. I asked the old man if he did know where the old*
- 16 *door is. The old man answered no, and then I got depress....*
- 17 *I did stand op and just started to run it was very hard but I started to se the door and then I started*
- 18 *to run faster and faster until I came to the door and I came out of the door and lived happy ever after.*

Web activity 14.

In the following text^s examples of ellipsis and substitution are boldfaced. In each case explain and specify what information is left out or implied. (The first ones have been done for you):

- 1 *Boarding time, if you're a flight attendant, is the worst part of a flight. **Not [= It is not the worst***
- 2 ***part of a flight]** because we're not getting paid. We're **not [= are not getting paid]**. Really,*
- 3 *we're not. No, I swear to god, we're not. What makes boarding time so bad is it's the most hectic time*
- 4 *of flight. (And we're not getting paid.) Well **things** have just gotten a little **worse** for the flight atten-*
- 5 *dants over at American Airlines, because **American**, as I'm sure you already know, is now charging*
- 6 *\$15 for the first checked bag.*
- 7



8 “But what about the second bag?” asked my good friend Cady, a former flight attendant who prefers to
9 check all five bags when the family travels. **Which** is often. “Does **that fee** cover all bags, or is it just
10 that one bag, because I hope it’s not \$15 per bag?”

11

12 After logging onto AA.com and doing a little bit of research, I’m here to report that the fee is not \$15
13 per bag. **It’s worse. Way worse. It’s** \$15 for the first bag, \$25 for the second bag, and **that’s** just one
14 way! **That** means if you check two bags and fly round trip, **that’s** going to cost you \$80! What, you
15 have more than two bags? I was kind of hoping you weren’t going to say that, because that’s going to
16 cost you **more, much more.** It’s going to cost \$100 for bags three, four, and five. No, I am not joking.
17 I wish I were joking. But I **am not.** Six bags you say? Oh well you may as well find a large garbage
18 can and leave the sixth bag behind, because the sixth bag is going to cost you a whopping \$200! ONE
19 WAY! Wait, don’t freak out, there is a little bit of good news. As a mom of an almost two year-old child,
20 I am happy to report that the car seat does not get charged if you choose to check **it.** **At least** not yet.
21 I’m sure **that’s** next. What did you say, you got an upgrade? Fantastic! Not **so** fantastic if you got that
22 upgrade after you checked-in, because you will not be receiving a refund on the checked bag.

23

24 Sorry, Charlie.

Web activity 15.

Below are two columns of sentences. In the right column the pro-forms are written in bold.

1. Combine the sentences in the left column with sentences in the right one.
2. Compare your choices with another student.

- | | |
|--|---|
| 1. All my deeds have been yours. You inspire me. | a. And what’s even better Clean & Clear does this without drying. |
| 2. Can we go home now? | b. I will. |
| 3. Had he left when you came? | c. No, I haven’t. I’ll do so tomorrow. |
| 4. Have you rung Lynn yet? | d. No, Jean did. |
| 5. No other cleanser removes more of the dirt and make-up. | e. No, you can’t. You must stay to help me. |
| 6. Oh, please, you must stay! | f. Oh blimey, do I? |
| 7. Who fetched the police officer at the station, you? | g. Well, if I must, I must. But only for one hour. |
| 8. Will you marry me? | h. Yes, he had unfortunately. |

3. In each case identify and explain what it is in the left-column sentences that makes you combine them with the right ones. In other words, when do you use these pro-forms:

- a. *have?*
- b. *had?*
- c. *will/can/must?*
- d. *do/does?*
- e. *did?*

Web activity 16.

The following headlines have two meanings: the intended one and an unintended one. Expand the headlines to show the two meanings more clearly.

- *Include Your Children when Baking Cookies*
- *Kids Make Nutritious Cakes*



- *Miners Refuse to Work after Death*
- *Killer Sentenced to Die for Second Time in Ten Years*

Web activity 17.

The following is a learner's text.

1. Identify the coordinators
2. In each case, find out whether the learner has combined apples & apples or apples & oranges.

1 *Gossip is a very ugly thing. It can break up friendships, marriages and even ruin lives. When*
 2 *a rumour first exist, it is very difficult to kill. Especially girls are very good at spreading*
 3 *rumours or make a story just a tad more interesting by adding a little spice. We do not*
 4 *always do it to be mean, but I think it is in our genes. Often girls does it to protect their*
 5 *own reputation or because we are insecure about our selves. When we feel another girl*
 6 *entering our territory it is so easy to gossip about her. It is much easier then having to*
 7 *admit that we feel insecure or to fight for it. One little story, true or not, can bring her*
 8 *down from her high horse and again the territory is secured.*
 9 *That is the problem about gossip. You can go around unknowing, thinking that everything*
 10 *is perfect and suddenly hears an awful rumour. You want to explain yourself to somebody,*
 11 *but you do not know to who, It is most impossible to find out who started the rumour and*
 12 *why.*

Web activity 18

In the following text the learner has used the coordinator and many times. In which cases is it all right to use *and*?

1. What kind of linking would you advise the learner to use in cases where *and* is not appropriate?
2. Would you advise the learner to use other structures in some of the cases where *and* is all right? Why?

13 *Gossip almost seams alive, and it is, its alive because people will pay to hear about it and*
 14 *people will do anything if they can make money, and almost all newspapers and weakly*
 15 *magazines are filled whit gossip and it's a weary profiting business, gossip has made a lot*
 16 *of millionaires in the past time, and they are often highly educated experiences journalists*
 17 *and forexampl here in Denmark we have a former minister (Hans Engel) as the editor of a*
 18 *merger gossip-newspaper called (Ekstra bladet), it is greed that makes highly educated*
 19 *people like him say yes to work as editor at this gossip newspaper instate of a newspaper*
 20 *that goes on fact.*

Web activity 19.

1. Decide which meaning (e.g. reason, consequence, what happens next) would be appropriate for the relation between the sentences in the text below.
2. Find linkers that could be used for these meanings in fig. 3.6 and 3.7 in the book and rewrite the text.



1 Mr Brown was not in bed. It was late. He couldn't sleep. His neighbours had a row. The man had
 2 had too much to drink. He was shouting. The wife was screaming. Mr Brown didn't want to go and
 3 complain. He didn't know the neighbours very well. He had only lived in the block for a month.
 4 Mrs Brown was not at home. She had gone to visit a friend. He wanted her to stay at home and had
 5 asked her too. But she had left. He was furious with her. They had been married for seven years.
 6 Mr Brown was unemployed. They had no children. They had five cats. Mrs Brown loved cats. Mr
 7 Brown was suspicious. His wife might have a lover. He went out in the dark night. He wanted to
 8 find her. The snow lay thick. He managed to get the car out. He could not start it. He went into the
 9 house again.

Web activity 20

Here are some examples of activities on linkers. Try them and comment on them from a teacher's perspective. E.g. you could discuss:

- What do the learners learn?
- What is the appropriate level?
- Could you simplify it? Etc.

20-1. Broken sentences⁹

1. Divide the class into groups of 2-4 students. Give each group a set of forty sentences (or do the activity as a matching task in which the pupils have to link a number and a letter by drawing an arrow).
2. Help groups and check the answers of groups that finish. Ask them to write down all the conjunctions while they are waiting for the other groups to finish.
3. When all groups have finished, go through the sentences, while writing the conjunctions on the board.
4. Let the groups take turns to choose a conjunction from the list and use it in a new sentence.
5. Follow-on homework could be to write a story, using as many conjunctions as possible.

- | | |
|--|--|
| 1. <i>Although he was wealthy...</i> | a. <i>...there are puddles in my house hall.</i> |
| 2. <i>I always feel like dancing...</i> | b. <i>... if you agree to do my shopping.</i> |
| 3. <i>As it was snowing...</i> | c. <i>...they cancelled the excursion.</i> |
| 4. <i>Unless he arrives soon...</i> | d. <i>...as soon as it the rain stops.</i> |
| 5. <i>As long as she was well paid...</i> | e. <i>...she didn't mind doing boring work</i> |
| 6. <i>Because we don't have a car...</i> | f. <i>... we can afford the luxury of taking a cab more often.</i> |
| 7. <i>I wouldn't go out with her...</i> | g. <i>...even if you gave me gave me £100.</i> |
| 8. <i>I'll give you £10...</i> | h. <i>...in spite of being completely blind.</i> |
| 9. <i>She'll be an excellent teacher</i> | i. <i>...in case it gets chilly at night.</i> |
| 10. <i>Take a sweater with you...</i> | j. <i>...even though the weather was freezing.</i> |
| 11. <i>We went for a walk...</i> | k. <i>...once she's got more experience.</i> |
| 12. <i>He's a wonderful pianist...</i> | l. <i>...she should win today's competition easily.</i> |
| 13. <i>Provided that she doesn't do anything stupid...</i> | m. <i>...since it was at the garage.</i> |
| 14. <i>I couldn't lend her my car...</i> | n. <i>... so that he would make a good impression.</i> |
| 15. <i>Whatever you do, John...</i> | o. <i>... that the lake was freezing.</i> |
| 16. <i>It was so cold...</i> | p. <i>... we'll have to leave without him.</i> |
| 17. <i>We'll go for a walk...</i> | q. <i>...whether they like it or not.</i> |
| 18. <i>Everyone will die eventually...</i> | r. <i>... don't offend my granny.</i> |
| 19. <i>He bought a new suit ..</i> | s. <i>... he lived a relatively quiet life.</i> |
| 20. <i>When it rains heavily...</i> | t. <i>...whenever I hear Italian music.</i> |



20-2. The activity¹⁰ below follows another activity on conjunctions and linkers. The pupils need to work in groups or the whole class:

Sammenhængen mellem sætninger kan også skabes af ord, som **ikke** er konjunktioner. Her er nogle eksempler på sådanne udtryk:

*I don't like my job much. **Mind you**, the money is OK.*

*She borrowed my bike and never gave it back. **On top of that**, she broke my new CD.*

*Young people often like music. Take John, **for example**, he listens to music all day.*

Nu skal I fortælle en historie i fællesskab. En af jer siger en-to sætninger, hvorefter den næste starter med et forbinderudtryk og tilføjer en-to nye sætninger, fx:

A: Little Red Riding Hood went for a walk in the wood.

B: **Then** she found some beautiful flowers.

C: **Mind you**, she was allergic to flowers.

D: **Nevertheless**, she decided to pick some for her grandmother.

Her er en række udtryk som I kan bruge:

However, nevertheless, still, in spite of this, similarly, all the same, on the contrary, anyway, at least, firstly, secondly, finally, for one thing, for another thing, in addition, for instance, that is to say, in other words, in conclusion, apart from, to begin with, in the first place, furthermore, moreover

- Prøv nu så godt I kan at få jeres historie ned på papir. Hvilke forbinderudtryk brugte I? Hvis I ikke kan huske alle, eller hvis de ikke gav ordentlig mening, må I udskifte dem med andre.
- Sæt jer sammen med en anden gruppe. Grupperne læser deres historier op for hinanden og vurderer om de andres forbinderudtryk var godt valgt i den sproglige sammenhæng.

20-3. Bindeord¹¹

1. Bindeord hedder conjunctions på engelsk

Her ser du nogle eksempler på bindeord:

And, but, so, because, when, unless, for, yet, or

What do conjunctions do?

1. You're my friend. You like cats.

3. He's ten years old. He is rather tall.

2. You're my friend and you like cats
tall.

4. He's ten years old, but he is rather tall.

Se godt på 1 og 2 og på 3 og 4. Bindeordene står i kursiv
Hvilken funktion har bindeord? Hvad gør de?

Se nu på disse sætninger:

1. You're my friend *and* you like cats.

2. You're my friend *but* you like cats



3. You're my friend *so* you like cats
4. You're my friend *because* you like cats.

Hvad betyder de fire sætninger?

Er det ligegyldigt hvilket bindeord man bruger til at kæde sætninger sammen med?

Forklar hvorfor.

2. Find the right conjunction

- Find det rigtige bindeord, og bind sætningerne sammen. Skriv dem i dit hæfte. Nogle gange er der flere muligheder.
- Forklar forskellen i betydning, hvis der er flere muligheder.

1. *You're my friend. I like you.*
2. *There were thousands of ants. I used the vacuum cleaner.*
3. *He plays football. He doesn't smoke.*
4. *She likes pizza. She doesn't like lasagne.*
5. *He bought the new CD. He wanted to listen to it.*
6. *You like me. I invite you to my party.*
7. *You have been to France. You have been to Spain.*
8. *You play the guitar. You like music.*
9. *Big fish eat small fish. Small fish eat smaller fish*

Web activity 21

Discuss this piece of nonsense verse in relation to coherence and cohesion.

1. Is it coherent?
2. Is it cohesive?

JABBERWOCKY¹²

*`Twas brillig, and the slithy toves
Did gyre and gimble in the wabe:
All mimsy were the borogoves,
And the mome raths outgrabe.*

*"Beware the Jabberwock, my son!
The jaws that bite, the claws that catch!
Beware the Jubjub bird, and shun
The frumious Bandersnatch!"*

*He took his vorpal sword in hand:
Long time the manxome foe he sought --
So rested he by the Tumtum tree,
And stood awhile in thought.*

*And, as in uffish thought he stood,
The Jabberwock, with eyes of flame,
Came whiffling through the tulgey wood,
And burbled as it came!*

*One, two! One, two! And through and
through
The vorpal blade went snicker-snack!
He left it dead, and with its head
He went galumphing back.*

*"And, has thou slain the Jabberwock?
Come to my arms, my beamish boy!
O frabjous day! Callooh! Callay!
He chortled in his joy.*

*`Twas brillig, and the slithy toves
Did gyre and gimble in the wabe;
All mimsy were the borogoves,
And the mome raths outgrabe.*



Web activity 22

Here are some examples of activities meant for learners. Try them and afterwards discuss them from a teacher's perspective, e.g. you could discuss:

- What do the learners learn regarding cohesion and coherence – and what else do they learn in relation to communicative competence?
- Which level is appropriate?
- How could you simplify them?

22-1. Mark wrote a postcard to his friend Jonathan. But someone cut it into pieces – can you find the right order? Explain the reason why you chose this order.

- Best wishes,*
- I'm in New York now.*
- 10 March*
- This is a postcard of The Statue of Liberty,*
- The weather is wet and rainy,*
- Hi Johnathan!*
- and Manhattan Skyline.*
- but Dad and I are shopping and having lots of fun!*

22-2. This is a poster that is supposed to invite someone for something somewhere. Can you tell what happens – when and where? Remember to explain why you chose the order you did.

- The buses leave from the school at 2 p.m.*
- Beach Baseball Sunday!*
- You can buy sandwiches and soft drinks at the beaches*
- heading for the beaches at Paignton and Torquay*
- and the famous witches Rubella and Jackeline.*
- So if you have dreams about winning the matches,*
- they could be able to help you make your dreams come true!*
- On the way we'll visit a castle*

After reading this chapter

Web activity 23.

Some researchers claim that experiments show that sentence-level grammar teaching has no effect on learners' ability to use grammar for communicative purposes. Does this outcome surprise you? Why do you think this might be true? How can you allow for this in your teaching?

Web activity 24.

Your learners have produced the following sentences.

1. What errors have they made?
2. How might their attention be drawn to the errors?
 - Either Camilla or Kimberly are going to be the president next year*
 - I couldn't find a gift for my mother, and my sister couldn't too*
 - The caretaker couldn't be found anywhere, and his assistant either*
 - You didn't give me a birthday gift, neither I gave you one*
 - Sue can play the piano, and Penelope can*



Web activity 25.

Test your understanding of what has been presented in this chapter by discussing the following:

1. What is meant by the communicative situation? Describe how the elements relate.
2. How is the level of style reflected in the use of grammar?
3. How can we teach pupils about the text types used in school and how important is it that the pupils are conscious of it?
4. What is the Information Principle?
5. Explain the Z-shaped pattern of discourse.
6. Which means for topic maintenance do we have? Explain how they work.
7. Explain the usual structure of paragraphs and how to divide a text into paragraphs.
8. What is meant by coherence and cohesion?
9. Explain the difference between external and internal reference.
10. What is the difference between back and forward reference? Which is the more common one?
11. What is a pro-form?
12. Why is it important to be able to recognize and use substitution and ellipsis?
13. How will you teach substitution and ellipsis?
14. What do you know about coordination within sentences and sub-ordination within a sentence in relation to the two types of conjunctions?
15. When connecting sentences, what is the difference between internal and external linking?
16. What is the purpose of punctuation and layout?
17. How can we create lexical cohesion?
18. Recap how we can make texts coherent.
19. Sum up how we can make texts cohesive.
20. How can we use the awareness of coherence and cohesion in teaching and how important are these matters for successful communication?

Web activity 26

Now use what you have read in this chapter by analyzing this text. The learner in Year 10 was told to write a letter to a coming visitor from a distant country, introducing him or her to everyday life in Denmark:

1. Is the communicative situation clear:
 - Writer, message and purpose, receiver and genre?
 - Does the level of style match the communicative situation?
 - Sum up: Does the learner answer the task?
2. Comment on the coherence and cohesion of the text.
 - The whole text: define the structure to find out if there is a logic structure – or are there deviations?
 - Passage level: has the text been divided into appropriate passages?
 - Sentence level: Which cohesive devices are used?
3. What would you help the learner with and why?



1 A strange country

2

Friday 23 January

3 Dear Camilla.

4 Well now it is my turn to write I have a lot to tell you. Today is the weather grey very grey. Man
5 becoming sad, when the weather, is grey. This night has it snow a little bit, but it is not much. It is
6 become white outside. It is always snowing a lot in Denmark. There is not much man can do
7 when it snow. But man can always go out side and play in the snow, but I don't what to out side,
8 it is too cold, so I hope that it soon will be summer, I hate snow, it is too cold! Oh I have nearly
9 forgotten to write, that I have got a new job, in bilka. I shall make pizza, burgers and something
10 like that. I shall be there on Tuesday. I can nearly wait till Tuesday. I think that it is a good
11 job, and a lot of money, and I need money. On Sunday, have I a handball game too plays. We shall
12 play against Vejle, and they are very good, so I hope that we are going to win. We
13 have want one game over them, but we have also lost over them. I have something sad to tell
14 you, and that is my great-grandmother die last week. I was very sad, and I cry very much. She
15 died last afternoon. I went with my father to see her, and I have never see a dead person in my
16 whole life. My grandmother and grandfather were also here. When I see my great-grandmother,
17 felt I not very good. It was for the first time I see my father, grandmother and grandfather cry.
18 My great-grandmother was buried on Friday. There were 25 people in the church, I have picked
19 the chest. Well enough about that. The 20. April shall my class and two other class, too Copenhagen.
20 We have save money, so we can come on the trip. In Christmas have we make candy and
21 candle, which we have sold, too our trip too Copenhagen. Where is something we shall see and
22 something we can choose to see. I will like to shop over there. I love to shop. So I hope that it
23 going to be a go trip.
24 Well that was a letter from me.

25 Xx (learner's name erased)

Solutions

Exercise 37

That that is, is. That that is not, is not. Isn't that it? It is!

Relevant links for internet activities

- <http://lemill.net/content/webpages/puns-in-newspaper-headlines-reading-and-discussion> (more funny headlines with puns)
- Links on the communicative situation:
 - o http://www.bbc.co.uk/schools/ks3bitesize/english/writing/formal_informal/activity.shtml (formal <-> informal English)
 - o <http://www.bbc.co.uk/schools/gcsebitesize/english/writingnonfict/>
 - o <http://www.bbc.co.uk/schools/gcsebitesize/english/writingtoimagine/>
- Links on the text types used in school:
 - o [http://www.lancsngfl.ac.uk/nationalstrategy/literacy/files/Non-FictionTextTypesandGenre\(Cumbria\)1.pdf](http://www.lancsngfl.ac.uk/nationalstrategy/literacy/files/Non-FictionTextTypesandGenre(Cumbria)1.pdf)
 - o <http://www.decd.sa.gov.au/literacy/pages/esl/genre/?reFlag=1>

- Links for exercises on conjunctions and other linkers:
 - o <http://www.bbc.co.uk/skillswise/words/grammar/interestsentences/compoundsentences/>
 - o <http://www.bbc.co.uk/schools/ks1bitesize/literacy/conjunctions/index.shtml>
 - o <http://www.funenglishgames.com/grammargames/conjunction.html>
 - o <http://www.better-english.com/grammar/conjunctions.htm>
 - o <http://www.better-english.com/grammar/con2.htm>
 - o <http://www.aitech.ac.jp/~iteslj/quizzes/vm/conj02.html>
 - o <http://www.aitech.ac.jp/~iteslj/quizzes/9901/gc-connectives.html>
 - o <http://welcomeboard.free.fr/kitsitdocuments/linkwords.htm>
 - o <http://www.youtube.com/watch?v=ODGA7ssL-6g>
(song School House Rock: "Conjunction junction")
 - o <http://www.schoolhouserock.tv/Conjunction.html> (lyrics for School House Rock: "Conjunction Junction" song)

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- 6 Vivian Lindhardsen, *Writing English*, Systime, 2002, p. 19
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- 8 Google blog search
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