

Learner Autonomy of Grammar Acquisition

— The Research Study —

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文法の習得における学習者の自律性

— 文法予習ノートの有効性 —

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Introduction

The concept of learner autonomy is one that has gained many supporters among second language instructors over the past many years. Indeed most language learners, who are earnest about learning a second language, also realize the necessity of studying on their own outside the classroom if gains are to be made in their L2.

So when the issue of learning grammar in conversational English classes arises, how, besides recorded listening exercises, can the language learner best utilize learning time outside the classroom, and how can the instructor best utilize learning time inside the classroom. Is spending class time explaining grammar rules necessary and effective, or can the learning of grammar be done outside the classroom autonomously? And to what degree should grammar drilling be done inside and outside the classroom? Is grammar drilling even an appropriate method of learning grammar? This paper will examine whether expecting students to autonomously learn grammar before it is reviewed in class using task-based exercises is an effective approach in a conversation class.

Teacher Assisted Grammar Acquisition

Mention that you will be studying grammar to a classroom of language learners and you inevitably see many eyes glaze over in preparation for the mental anguish soon to be endured. Indeed, the idea of explicitly teaching grammar fills many languages teachers with

a fair amount of dread as well.

To most learners, grammar rules are just that, rules - rules that serve to limit spontaneous expression. Not so from the perspective of Widdowson (1990: 86) who sees grammar not as 'a constraining imposition but a liberating force...'. It is a force that allows speakers to escape the bounds of over reliance on vocabulary and context. With even the most basic vocabulary the novice beginner can communicate their needs, but with a grasp of higher-level grammar the more advanced learner can express and understand the finer nuances of a language.

Entering into communicative situations that require an understanding of grammar that they do not yet possess, the language learner senses the gap in their usage of the L2 Willis (1996). If at this time they have the opportunity to practice the new grammar point they are able to experience the positive functionality of that grammar. But when should this grammar be presented to the learner? Before they need it and care to learn it, or after the situation has arisen and passed so that the opportunity to use it is lost? This chicken and egg question may be addressed by requiring students to have a basic level of familiarity with a grammar point with the explicit assurance that they will need that grammar knowledge for task based activities in the subsequent meeting.

Requiring students to take on the task of acquiring grammar knowledge on their own, outside of class, may seem to be asking a great deal of the students or even to be asking too much of them. But, as Scheffler and Cinciała (2010: 22) state in their study 'some grammatical phenomena can be successfully taught as simple rules'. So, if it is possible to keep the grammar rules to be autonomously learned simple, and the target learners are at the beginning stages of L2 acquisition, the task of self learning the relevant grammar points should not be impossible or even complicated, and the student should be able to, with some effort, comprehend the grammar rules.

Another benefit to being able to communicate more precisely with their newly, explicitly gained grammar, according to Scheffler and Cinciała (2010) is that they would gain a greater sense of security in their L2, and could do so in a completely non ego threatening environment of their choosing.

On the other hand, the currently prevailing view on language learning in general is that it is 'a developmental process which is not subject to the learner's conscious control' (Willis and Willis 2007: 18), implying that the teaching of grammar is futile. To address this point, SLA researchers such as Schmidt (1990) argue that implicit language development re-

quires the noticing of formal L2 characteristics.

Regarding explicit grammar teaching was Scheffler and Cinciała's (2010) research into whether explicit teaching of grammar could aid students in gaining the desired implicit knowledge of the grammar, which would allow them to fluently converse in spontaneous situations. Their study did indeed find that this was the case.

Of course Scheffler and Cinciała (2010) were not the first to argue for the teacher facilitating students towards spontaneous usage. Willis (2003) in contrasting with Krashen and Terrel's (1983) mandate that spontaneously used language must be acquired insisted that teachers should work as agents of language acquisition.

If we can accept the teacher as a facilitator of grammar acquisition, we must then ask what method should the teacher use? Is having the student learn the basic grammar rules enough? Timmis (2002) states that it is important to have learners notice actual instances of the grammar point being studied, as native speakers would use them. He argues this with the claim that SLA research has demonstrated that 'a premature focus on production can be counter-productive'.

Thus, having students pre-learn grammar that they will use in follow up task based class exercise and having them also perform noticing exercises on those same grammar points before engaging in the task based class exercises appears as a possibly effective method to acquire basic grammar points. But how will they feel about being assigned to this kind of autonomous learning?

According to research carried out by Jarvis and Szymczyk (2009), students actually feel quite positive about independently learning grammar, understanding that grammar was an essential aspect of learning a second language. Learning grammar on their own, students were generally undaunted, concerned mainly that the material to be used was clearly organized and comprehensible.

The study

Aim of the study

The aim of the study is to investigate whether learners can more effectively use class time to practice English speaking skills if they have first reviewed grammar rules at home prior to communicatively practicing them in class, or if it is more effective to review grammar rules in class immediately before practicing them, and in which situation, are

students more amenable to grammar learning. In accordance with this aim, the following research question was formulated:

Can L2 learners effectively review grammar rules autonomously in preparation for communicative classes based on those grammar rules, or is it more useful to have the students review the grammar after the class in which it has been taught?

Participants

The participants were students studying general conversational English for one and a half hours once a week in a large women's university in Tokyo, Japan. The students were registered in a basic level second year course, having completed a basic level first year general conversation English course the previous year. They had initially been placed in the first year English based on a written placement test. Their ages ranged from 19 to 22 with the majority of students being 19, two being 20 and one of the students being 22 at the beginning of the study. The students were required to pass the English course to graduate. All of the students were Japanese females studying either fashion or interior design. The average exposure to formal English instruction was 7 years with a TOEIC range of 300 - 400, yet like many Japanese learners of English these students were extremely reticent about speaking English and many struggled to verbally form even the most basic sentences at the onset of the course.

Procedure and data analysis

Material customized for this project was separated into two distinct parts: the first containing the grammar review section (which also contained a pronunciation section); and the second containing an activities section. The activities section was further broken down into: a reading section containing contextual examples of the grammar point or points, and four or five speaking activities, at least one of which addressed the grammar point for that week. One chapter from the customized material out of the nine covered during the research period is included in the appendix (see appendix one (grammar) and two (activities)).

The grammar section of the first part of the customized material contained three basic grammar points for the first unit, two grammar points for units two to five and unit nine, and one grammar point for units six, seven, and eight of the research. The grammar points were set out in a simple clear fashion with examples as well as a recognition exercise connected to the corresponding reading exercise of the same unit. The first five units and unit nine contained more than one grammar point each as these points were assumed to be reviews of grammar that the students would have learned in previous English

courses (e.g. simple present tense, simple past tense, the verb 'to be'). The final four units, (except unit nine as previously mentioned), contained only one grammar point each as these grammar points were deemed slightly more complicated and thus required more focused attention.

The second section of the first part of the class material was a pronunciation section. This section attempted to give an understanding to the students of the most common difficulties for Japanese learners of English. In this regard the first five units covered the problematic: 'v', 'f', 'th', 'l', 'r', sounds, and the last four units covered problematic stressing and voicing points.

The first section of the second part (the activities part) of the material consisted of a reading exercise in the form of a letter from a fictitious Canadian high school student (Hannah). This letter directly related to the theme of the unit and described it from her perspective. The aim of using the Hannah text, was to create a character of a similar age to the students who would be doing the readings so they would better relate to the reading and thus be more engaged with it.

A true/false section that briefly tested the reader's comprehension of the reading immediately followed it.

The third section of the second part was always a vocabulary section related to the theme of the unit. For the first four units there were from 24 to 35 words on the vocabulary lists, and for the remaining five units there were 40 words per list.

The fourth section of this part was always a partner interview with ten questions that the students could ask their partner. This section was designed to allow the students to practice new vocabulary, become familiar with the phrasing for common questions and responses in each of the themes being studied, and practice the current unit's grammar point.

The following three or four sections (depending on the unit) were composed of a variety of interactive activities designed to be done as pair work. Often, but not always, this section contained a survey that required the students to leave their seats and interact with a number of different classmates. At least one of these sections also contained practice related to the grammar point of the unit.

The next section was always a mini-quiz in the form of ten questions based on the unit

vocabulary. This section was also done as oral pair work, with the students encouraged to complete it without looking at the vocabulary list.

The penultimate section of the second part of every unit was always a cloze exercise that was done as a listening exercise. The cloze exercise was always related to the theme of the unit, but the missing words in the exercise were not always newly learned vocabulary words. Indeed the missing words could and often were random, high frequency words.

The final section of the activities part of the material consisted of five common useful phrases to be memorized that were either classroom phrases or related to the unit theme.

Both classes followed a different pattern.

For class A the pattern used was as follows:

At the beginning of every period, class A would be taught the grammar point or points of the unit and would be asked if there were any questions.

Then the unit pronunciation point was introduced to the class and they would be instructed to briefly practice making the sound.

After this was done the students were asked to go over the reading section with their partner using voice and to check the meaning of any new vocabulary encountered. When they had completed the reading, the partners were directed to answer the comprehension true/false questions related to the reading exercise.

The students were then directed to look up and write down any vocabulary words that they did not know from the vocabulary section. This work was split between the partners to allow them the opportunity to ask for and respond to definition questions in English from their partners.

The partner interview section was initially presented to the students by having the class interview the teacher as a group with the teacher modeling an appropriate answer and explaining other possible answers; or the students would hear recorded questions and responses, with the teacher adding explanations of other possible answers. The students were then asked to interview a classmate and in turn be interviewed by that same classmate.

The following three or four variable partner activities were briefly explained in turn with the students practicing each one with a partner or partners depending on the activity. As each class was only an hour and a half long it became the duty of the instructor to gauge how many of the activities could actually be completed. Any activity related to the grammar point of the unit was always completed and if necessary to keep within the time frame allotted for the class one of the other activities was eliminated or shortened; usually it sufficed to shorten an activity but on two occasions it was necessary to eliminate an activity.

The vocabulary quiz section was often left as homework due to time constraints, but on one occasion it was possible to incorporate this activity into the class as a partner exercise.

The cloze exercise section near the end of the unit was usually rushed but nonetheless completed for all the classes save for the first unit due to time constraints. The students usually heard the teacher read the cloze section as time did not always allow for the students to hear the recorded version.

Again, due to time limitations, the useful phrases section was left for homework.

For homework, the students were asked at the end of each period to review the grammar and pronunciation point for the unit just covered, as well as to review the reading and vocabulary section. And, as stated above, they were also directed to memorize the useful phrase section.

For class B the pattern used was as follows:

At the beginning of every period, class B would be asked if there were any questions regarding the grammar point for the unit. As the students had been instructed to study the grammar point for homework at the end of the previous class, they rarely asked for clarification and it usually sufficed merely to go over some possible answers to the grammar homework from the book. Only on two occasions was it felt that the students needed clarification of the grammar point; '6A Grammar: Present Perfect' and '9A Grammar 1: Modals of Prohibition and Obligation'. Even on these two occasions it was only necessary to answer a few clarifying questions briefly.

The unit pronunciation point was then demonstrated to the class and they were instructed to briefly practice making the sound.

After this was done the students were asked to go over the reading section with their partner using voice. As the students had been assigned to go over the reading section to complete the grammar homework they had already checked the meaning of new vocabulary encountered and thus were, on the whole, able to reread this section with little difficulty.

When they had completed the reading, the partners were directed to answer the comprehension true/false questions related to the reading exercise. This section was not assigned as homework, but it was evident by the speed at which some students completed this section that they had in fact done this section at home.

As with class A the students were then directed to look up and write down any vocabulary words that they did not know from the vocabulary section. This work was split up between the partners to allow them the opportunity to ask for and respond to definition questions in English.

As with class A the partner interview section was initially presented to the students by having the class interview the teacher as a group with the teacher modeling an appropriate answer and explaining other possible answers; or the students would hear recorded questions and responses, with the teacher adding explanations of other possible answers. Because by this time in the period class B was time wise ahead of class A it was possible for the students to usually interview and be interviewed by two classmates instead of just one, so this is what they were instructed to do.

The following three or four variable partner activities were briefly explained in turn with the students practicing each activity with one or more partners depending on the activity. Again, because time was not a limiting variable with class B, it was possible in every class to cover every activity, and often to have the students repeat pair activities with a different partner.

The students were then instructed to complete the vocabulary quiz section with their partner.

The cloze exercise section near the end of the unit was always completed and it was, except for one occasion, done with the students listening to a recorded version of the cloze read by speakers of varying accents. Only on two occasions did the teacher read the cloze exercise to the students. It was also often possible to discuss in a little more depth the topic of the cloze with the students.

The instructor was able to model the useful phrases section but it was left for the students to memorize them as homework.

For homework, the students were asked at the end of each period to read and comprehend the grammar point for the following week. In this regard they were instructed to do the reading of the following unit as well and do the related grammar homework. The students were also instructed to preview the pronunciation point for the unit to be covered the following week. In addition, they were asked to review the vocabulary section of the unit just covered. And as stated above they were directed to memorize the useful phrase section of the current week.

Due to the devastating earthquake and tsunami that adversely affected Eastern Japan in March of 2011, the school semester was shortened to eleven weeks instead of the usually fourteen. For this reason only nine units were covered in the semester of the research. In the first class a very brief introduction to the course was presented along with the syllabus for the year. Then a one-hour pretest was conducted and collected to ascertain the starting level of the students.

The test consisted of fifty multiple-choice questions with four possible choices each. The questions were designed to test grammar as well as general English knowledge. A copy of the test has been included in the appendix. The students returned the exam booklet and did not see it again until the final class i.e. the eleventh class. The average for both classes, (class A 46.17%; class B 46.86%), was roughly the same with many students struggling on the test. The first page of the pretest/posttest is included in the appendix, labeled 'Pretest' (see appendix three).

In the eleventh class (after unit nine had been completed), the students were tested again using the same test as during the first class. The tests were again marked and recorded. As expected the average for both classes went up significantly and as hypothesized the improvement made by class B was greater than that of class A (class A: 66.83%, class B 69.41%).

Finally, after the test had been completed both classes were given a brief survey to complete, which asked them to rate their experiences studying grammar on their own. A copy of the survey is included in the appendix, labeled Survey (see appendix four).

Limitations

It must be acknowledged that two classes make for a small sample and further work with more classes and with different language levels would add to the insights gathered in this limited study.

Results

The table below, (table one), contains the results, as a percentage, of the pretests and posttests for Class A and Class B. Because some students were absent for the final test (indicated by an 'X' under the pre and posttest columns) those students' marks were not used in the final calculations. Table two contains the results of a two-question survey answered by the students after they had completed the final test.

Pretest and Posttest Results for Class A and B (table one)

Class A	A-Pretest	A-Posttest	Notes	Class B	B-Pretest	B-Posttest	Notes
1A	32	56		1B	36	66	
2A	44	64		2B	44	56	
3A	30	68		3B	40 X	X	Eliminated
4A	54	78		4B	58	68	
5A	40	82		5B	30	46	
6A	40	62		6B	28	40	
7A	60 X	X	Eliminated	7B	48	54	
8A	36	62		8B	30	76	
9A	70	84		9B	54	62	
10A	18	48		10B	66	82	
11A	58	60		11B	42	60	
12A	54	66		12B	44	60	
13A	60	76		13B	60	74	
14A	36	68		14B	46	70	
15A	38	50		15B	60	80	
16A	42	74		16B	32 X	X	Eliminated
17A	34	50		17B	32	62	
18A	66	70		18B	42	62	
19A	46	60		19B	40	50	
20A	48	66		20B	44	78	
21A	74	84		21B	48	80	
22A	30	68		22B	48	76	
23A	34	50		23B	62	90	
24A	58	72		24B	46	78	

25A	66	86		25B	42	50	
				26B	68	90	
				27B	64	90	
				28B	32	74	
				29B	58	80	
				30B	46	70	
				31B	48	72	
				32B	48	70	
				33B	42	74	
				34B	60	88	
				35B	54	78	
				36B	22	54	
Average	46.17	66.83		Average	46.82	69.41	

Discussion

The data in table one shows the mean of both classes for the pretest to be remarkably close, differing by a mere .65 of a percentage point with Class B doing marginally better than Class A (i.e. Class B (46.82) – Class A (46.17) = .65). This similarity of starting point corresponds to the fact that these two groups of students were placed in their respective classes according to how well they had done on a placement test prior to the commencement of the school year (having been assigned to work with these classes, and precisely because their levels had been assessed to be of similar levels, I took the opportunity to do this research project).

The data corresponding to the posttests indicate a significant improvement in the marks for most students and indeed only one student in Class A and two students in Class B did not achieve a mark of 50 and above. Class A improved by an average of 20.66 percentage points (i.e. 66.83 – 46.17 = 20.66). Class B on the other hand improved by an average of 22.59 percentage points (i.e. 69.41 – 46.82 = 22.59). This outcome corresponds to almost a two percent grade difference between the two classes (i.e. Class B (22.59) – Class A (20.66) = 1.93). While the 1.93 percent premium over Class A achieved by Class B seems only a minor difference, it must be remembered that this was achieved without the need to spend copious amounts of time in class dealing explicitly with grammar.

It is also important to consider that by putting the onus on the students to pre-learn the grammar used in class they were able to do just that. In fact, as indicated in table two the students who were required to study grammar on their own, prior to using that grammar in class, seemed to both do the assigned homework more often, and to find that home-

work more meaningful. That is, 47.1% of Class B found the assigned grammar homework very useful, and another 35.3% of Class B found that homework somewhat useful, for a significant total of 82.4% of the class considering the homework at least somewhat useful.

Survey Results of Grammar Homework (table two)

Students who found the grammar homework:	Not useful at all	Somewhat useful	Very Useful	Total
Class A	9	6	9	24
Class B	6	12	16	34
Students who did grammar homework:	1-3 times	4-5 times	6-9 times	
Class A (review)	12	6	6	24
Class B (preview)	6	16	14	34

This compares very well with Class A, who were not very impressed with the assigned grammar homework, even though they had been introduced to it in class. That is, 37.5% of Class B found the assigned grammar homework to be very useful and only 25.0% found the grammar homework somewhat useful, producing a considerably lower total of 62.5% of the class finding the homework at least somewhat useful.

And where class B tended on the whole to actually do the homework more often, with only 17.6% of the students failing to do their homework on more than three occasions, half of Class A reviewed the assigned grammar homework less than 33.3% of the required times.

Conclusion

In the study reported in this paper two sets of comparable level English language learners participated in a trial semester where one set was required to preview grammar on their own before knowledge of that grammar was indirectly reinforced through group activities. The other set of learners were explicitly taught the same grammar in class before the grammar reinforcing activities were done and then required to review, on their own, the grammar taught. The same pretest and posttest given to both sets of learners showed little difference in the posttest test mark average for both sets, with the set previewing the grammar before hand doing marginally better than the set which reviewed the grammar. A significant difference between the sets that did arise though was the positive attitude the grammar previewing class had towards grammar compared to the grammar reviewing class.

The recommendations this paper would like to make on the basis of the results achieved in this study is that neither language instructors nor language learners should be daunted by student self-taught grammar rules, in regards to basic grammar rules, when those rules are clearly explained. In short, the evidence demonstrates further the benefits of encouraging learner autonomy by requiring students to take up learning responsibilities. By having students learn the grammar prior to class it is possible to reduce class time spent on explicit grammar rules, which leaves more time available in class for task based language learning. By putting the onus on the student to preview material that will definitely be needed for the subsequent class, students are given a motivation to learn grammar, which according to the results also convinced those students of the benefits of grammar.

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Appendix

One - Grammar

Unit Nine

9A Grammar 1: Modals of Prohibition and Obligation

Modal verbs are verbs that add information to the main verb that come right after them. There are a few different types of modal verbs but below we'll look at the ones that tell us we are required to something (obligation), and the ones that tell us we are not allowed to do something (prohibition).

The modals of obligation are:

Must – I must stop smoking. (usually comes from the speaker)

Have to – You have to stop at red lights. (usually doesn't come from the speaker)

Should, Ought to – You should eat more fruits. (strong suggestion)

The modals of prohibition are:

Mustn't – You mustn't drive drunk. (strong rule against something)

Shouldn't, Ought not – You shouldn't eat after 4:00. (strong suggestion against doing something)

The modal of non-obligation is:

Don't have to – You don't have to go. (ok to do or not to do something)

Hannah uses modals of obligation and prohibition in her letter. Find one example of each.

E.g. Obligation: '...I had to keep it on for six weeks'; Prohibition '...I mustn't get the cast wet';

1.

2.

9B Grammar 2: Adverbs

There is one more main word type. We call these words adverbs. Adverbs are a little more complex than the other three main types of words so we are doing them separately. Adverbs:

1. Add information about verbs, adjectives, other adverbs, phrases and clauses.
2. Tell us 'how', 'when', 'where', and 'how much'.
3. Often, but not always, end in '-ly'

Adverbs can be in various places in a sentence but they are usually at the beginning or end of the sentence, or just before the word they add information to.

E.g. He quickly ran to his house.

He ran quickly to his house.

He ran to his house quickly.

Sometimes we can even say:

Quickly, he ran into the house.

From Hannah's letter find four examples of adverbs.

E.g. Immediately

1.

2.

3.

4.

9C Pronunciation: Past Tense '-d' (t, d, id)

When we form a regular verb in the past tense we usually add '-ed'.

E.g. We passed. He walked. She rubbed. Izumi lived. Joe started. It faded.

You will notice that the final 'ed' in the above examples is sometimes pronounced 't' (e.g. passed), but sometimes it's pronounced 'd' (e.g. rubbed), and sometimes it's pronounced 'id' (e.g. started). The rules for which pronunciation to use are:

1. Final sound before the 'd' is not voiced > say 't'
2. Final sound before the 'd' is voiced > say 'd'
3. Final sound before the 'd' is 't' or 'd' > say 'id'

Two - Activities

Unit Nine

Health

9.1 Hannah Breaks Her Wrist

With your partner take turns reading Hannah's letter aloud. Then listen to her on the CD.

Hey, what's new? Today was a terrible day for me. I was playing soccer during gym class and suddenly tripped over the ball. I ended up on my hands and unfortunately broke my left wrist.

I immediately went to the emergency hospital. The doctor put a cast on my arm and said I had to keep it on for six weeks! She also told me that I mustn't play sports for four weeks, and that I mustn't get the cast wet. I always have to put a plastic bag around my cast when I have a bath. My parents say that I don't have to cook while I have the cast on, but I still have to do chores around the house.

The good thing about my accident is that my brother and sister are being extra nice to me! My brother is kindly helping me do my house chores. My sister is helping me do my schoolwork on the computer!

This isn't the first time I've accidentally broken a bone though. When I was in grade three I fractured my right ankle while ice-skating carelessly, and last year I cracked my right pinky trying to catch a baseball without a glove on.

My parents say that I am a klutz, but I just love playing sports and play very hard! I'll tell you about the sports I play next time I write.

Have you ever broken any bones? HT

9.2 Hannah True or False

With your partner decide if the following sentences are true or false. If they are false, make them true. Be ready to answer the teacher!

- | | |
|---|-----|
| 1. Hannah broke her ankle today. | T/E |
| E.g. False, Hannah broke her wrist today. | |
| 2. Hannah went to the emergency hospital. | T/F |
| 3. A nurse put a cast on Hannah's arm. | T/F |
| 4. Hannah needs to keep the cast on for three weeks. | T/F |
| 5. Hannah mustn't play sports for four weeks. | T/F |
| 6. Hannah doesn't have to cook while she has the cast on. | T/F |
| 7. Hannah's brother is helping her with her schoolwork. | T/F |
| 8. Hannah broke her ankle in grade three. | T/F |
| 9. Hannah broke her nose playing football. | T/F |
| 10. Hannah's parents think she is a klutz. | T/F |

9.3 Vocabulary: Body and Pain

Here's a list of words related to injured bodies. See if you know what they mean in Japanese.

Hand	Wrist	Calf	Headache
Shoulder	Elbow	Ankle	Stomach ache
Head	Breast	Foot	Toothache
Neck	Chest	Toe	Fracture
Finger	Belly	Back	Sprain
Pinky finger	Stomach	Bottom	Break
Ring finger	Waist	Heel	Hurt
Middle finger	Thigh	Palm	Pain
Index finger	Knee	Forehead	Injury
Thumb	Shin	Chin	Medicine

9.4 Partner Interview Nine

Listen to the two people on the CD do this interview then answer the questions with your partner.

1. Have you ever broken any bones? What did you break?
2. Have any of your friends ever had any serious injuries? What happened?
3. Do you ever get headaches? What do you think you should do to stop a headache?
4. What's the worst injury you've ever had? What happened?
5. Have you ever stayed in the hospital overnight? How long did you stay?
6. Have you ever visited anyone in the hospital? What was wrong?
7. When was the last time you went to the doctor? How often should you have a check up?
8. How often do you go to the dentist? Do you have any cavities?
9. Were you absent last year because of sickness? How many days did you miss?
10. Do you have any allergies? What allergens do you have to avoid?

9.5 Japanese Etiquette

Living in Japan is sometimes difficult for foreigners because they don't know all the different Japanese cultural rules. Create a list of 'dos' and 'don'ts' using modals of prohibition and obligation.

E.g. You shouldn't eat and walk at the same time.
 You should say 'san' after names.
 You mustn't use your cell phone in the yellow section of the train.

- | | |
|-------------------|----------------|
| 1. You should | 4. You must |
| 2. You should not | 5. You mustn't |

9.6 How Did They Do It?

With your partner, fill in the missing adverbs below from the list.

Quickly, Gently, Sleepily, Amazingly, Strongly, Neatly, Carefully, Kindly, Gracefully, Finally

- | | |
|---|--------------------------------------|
| 1. The ballerina danced _____. | 4. The mother _____ rocked the baby. |
| 2. When she called, I came _____. | 5. He _____ helped the stranger. |
| 3. We were tired so we _____ went to bed. | |

Make four sentences using any adverbs you want and then share them with your partner.

- | | |
|----|----|
| 1. | 4. |
| 2. | 5. |

9.7 Where's Your...?

With your partner label body parts on picture of a person below.

9.8 Where Does a Belt Go?

With your partner, use the vocabulary words in this chapter to do this mini-quiz. Remember to work in English. Good luck!

1. You shake this when you meet someone.
2. This is between you head and your body.
3. You sit on this body part.
4. You can put your laptop pc on this body part.
5. You have five of these on each foot.
6. You can point with this body part.
7. This could happen if you eat too much for lunch.
8. If you're sick take this to feel better.
9. A belt goes around this.
10. This is below your hand and above your elbow.

9.9 Japanese Lifespan

Listen to the CD and fill in the missing words.

The average lifespan of Japanese _____ is the longest in the _____. Japanese men _____ to be, on average 78 _____ old and the _____ Japanese woman live to 85 years _____. Many doctors _____ the reason Japanese live so _____ is because they _____ a lot of fish and drink healthy _____. Every year the average _____ of the _____ increases by about six _____.

9.10 Sickness Phrases

Memorize these very useful phrases for next class (there could be a quiz).

'I have a headache.'
 'I need to go to the hospital.'
 'You don't look well. Are you ok?'
 'I don't feel well.'
 'I was sick last class.'

Three - Pretest**Pretest**

1. Where do your parents live now?
 - a) They lived with me.
 - b) They are coming in a house.
 - c) They live in Saitama.
 - d) They have never moved.
2. What do you do?
 - a) I am writing a quiz.
 - b) I am doing very well.
 - c) I'm working.
 - d) I'm a teacher.
3. What're you studying?
 - a) I want to get a good job.
 - b) I'm in English class.
 - c) Interior design.
 - d) With a pencil and paper.
4. What's your hobby?
 - a) My name is John.
 - b) It is fun to do.
 - c) I like to reading a book.
 - d) I like to cook.
5. What year are you in?
 - a) It's 2011.
 - b) It's 2012.
 - c) Fourth year.
 - d) I two years.
6. What's your nationality?
 - a) I'm Thai.
 - b) Japan.
 - c) I'm China.
 - d) I speak English.
7. Where were your parents born?
 - a) They born in Japan.
 - b) Thy were borned here.
 - c) They were borned in 1970.
 - d) They were born in New York.
8. Did you have any pets when you were young? What did you have?
 - a) Yes, I have a dog.
 - b) Yes, I had a chicken.
 - c) No, I have a cat.
 - d) Yes, I had no pets.
9. What activities did you do with your family when you were young?
 - a) We watched tv together.
 - b) We visit my grandparents.
 - c) I went to school.
 - d) I tell my friends about my family.
10. How many times did you visit your grandparents last year?
 - a) I will visit them tomorrow.
 - b) About four times.
 - c) I visit them two times last month.
 - d) My grandparents are always fun.
11. How many cousins do you have? Did you play with them when you were young?
 - a) I don't have any cousins.
 - b) I played with my two aunts.
 - c) Yes, we play when we are young.
 - d) I played with my brother.
12. How old are you going to be your next birthday?
 - a) I'm nineteen.
 - b) I'll turn fifteen.
 - c) I'll be the same age.
 - d) I was 20.
13. What day will your next birthday be on?
 - a) It'll be on March 12th.
 - b) Wednesday.
 - c) The twelfth.
 - d) My birthday.
14. What day will it be tomorrow?
 - a) It's my birthday.
 - b) It's Friday.
 - c) It will be the 23rd.
 - d) It will be tomorrow.
15. What will the date be tomorrow?
 - a) It's my birthday.
 - b) It's Friday.
 - c) It will be the 23rd.
 - d) It will be tomorrow.

16. What time will you go to bed tonight?

- a) Around midnight.
- b) I'll go to bed after school.
- c) I go to bed at 10:00pm .
- d) I'll go to bed at 12:00 pm.

Four - Survey

Grammar Survey

Please answer the following two questions. This is not for marks, so will not count for any grades.

1. This semester, how many times did you do your grammar homework?
a) 1-3 times b) 4-6 times c) 7-9 times
2. How useful did you find the grammar homework?
a) Not useful at all b) A little useful c) Very useful

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