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Mémoire de Recherche

The transposition of the Common
European Framework for Languages in
the French Official Instructions and in
the textbooks regarding English grammar
teaching

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Juin 2013

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DECLARATION

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4. Les propos repris mot à mot à d'autres auteurs figurent entre guillemets (citations).
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Introduction

The opening of the European frontier first led the European Council to think about a common assessment level and teaching of modern languages and to publish the *Threshold Level* in 1975. This was an important base to collaborate on a more important reference that is the *Common European Framework of References for Languages* (CEF), published in 2001. The CEF is known for its assessment levels recognized in the whole of Europe but it also lays the foundations for a new didactic approach: the action-oriented approach in which the learner is considered as a social player who acts in a definite environment using speech in different language activities (CEF, 2001: 9)¹. D. Chini (2009)² indicates that the action-oriented approach is “no more situated in a language theory but in a general action theory”³ (p.137). If the main objective is to ‘act’, what is the place of linguistics and grammar in the CEF?

The role of grammar nowadays is really ambiguous as it has changed as often as the teaching methods have. Since the communicative method, the emphasis is put on fluency and no longer on accuracy. Grammar teaching has been revised radically all along the evolution of the different language teaching methodologies in France. In the Grammar-translation method⁴, grammar was at the core of the language and studying a language meant studying grammar and translation, only. With the Natural approach, there was no more focus on grammar; it was supposed to be naturally acquired through listening comprehension activities. The importance of grammar-awareness came back in the Active method in which learners had to be conscious of how the language works, but it lasted until the Audio-oral method appeared with a no grammar-awareness approach. Students had to memorize and automate the structures. Then, the Situational method followed a pattern in which there was knowledge first, memorization and finally, practice of the grammatical structures. The Audio-visual method eliminated any grammatical explanation and in the Communicative approach, it was

¹ Council of Europe (2001). *Common European Framework of Reference for Languages: Learning, teaching, Assessment*. Cambridge: Cambridge University.

² Chini, D. (2009) « Linguistique et didactique: où en est-on? Quelle place pour une approche conceptualisante de la construction de la langue dans la perspective actionnelle ? », *Cahiers de l'ACEDLE*, vol. 6, n°2

³ « l'approche actionnelle, [se situe] non plus par rapport à une théorie du langage mais par rapport à une théorie générale de l'action ». Translated by myself.

⁴ This chronicle has been inspired from M. Mpanzu blog : Mpanzu, M. *La grammaire au fil des approches didactiques* [online]. Published on 31/05/2011. URL: <http://monampanzu.over-blog.com/article-la-grammaire-au-fil-des-approches-didactiques-75287537.html> (seen on 20/04/2013)

the role of the students to analyse grammatical structures. What was new was that grammar was considered in context. All methods are different but the main concepts are left and kept or modified or added etc. Is the action-oriented approach innovative about grammar? How does this approach consider grammar teaching?

It is interesting for the teachers to understand what the main concepts of the action-oriented approach are and particularly in terms of grammar as this notion has evolved a lot in the last decades. It is also important to draw attention to the way the action-oriented approach was translated in the Official Instructions of 2007 and how the textbooks writers have applied this approach in their textbooks to be used by the teachers and the learners. The purpose of this work is to analyze the tools the teachers have in their hands (the CEF, the OI and the textbooks) and to raise consciousness about their coherence and what is interesting to take from them.

We are first going to work on the CEF and grasp how the authors consider grammar teaching, what it is said and recommended in the 'Reference' book. Then, we will study the transposition of this approach in the Official Instructions of 2007; and finally, we will analyse how three textbook writers decided to transpose the approach concretely in their textbooks.

I. The Common European Framework concerning grammar: An open Framework

In 2001, the European Council published the Common European Framework of Reference for Languages (CEF) hoping to harmonize the teaching of languages; the Council of Europe defines their project as a way to “provide a transparent, coherent and comprehensive basis for the elaboration of language syllabuses and curriculum guidelines, the design of teaching and learning materials, and the assessment of foreign language proficiency.”⁵ This definition clearly justifies the title of this first part: the words ‘transparent, coherent and comprehensive’ clearly convey the image of the CEF as an open framework which does not prescribe a method but only describes an approach, the action-oriented approach whose aim is characterized by the task which is part of the definition of ‘language use’ by the CEFR:

*“Language use, embracing language learning, comprises the actions performed by persons who as individuals and as social agents develop a range of **competences**, both **general** and in particular **communicative language competences**. They draw on the competences at their disposal in various contexts under various **conditions** and under various **constraints** to engage in **language activities** involving **language processes** to produce and/or receive **texts** in relation to **themes** in specific **domains**, activating those **strategies** which seem most appropriate for carrying out the **tasks** to be accomplished. The monitoring of these actions by the participants leads to the reinforcement or modification of their competences.”* (CEFR, 9)

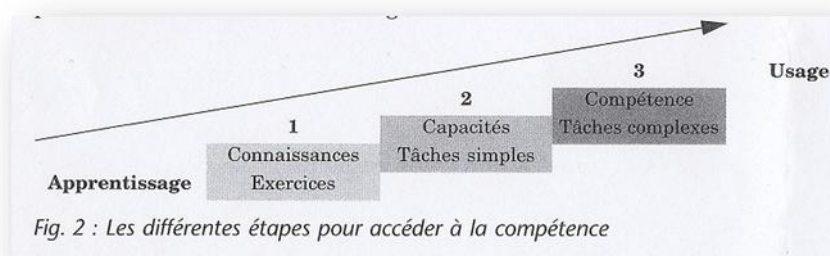
. Then, we see that the authors of the CEFR do not include grammar in the core of their conception of ‘language use’. Does it mean that the importance of grammar is excluded or downplayed in the action-oriented approach? We can wonder what role grammar plays and more generally how the CEF considers grammar in the teaching-learning of a language and how they deal with it in the action-oriented approach.

1. ‘Grammars’ and the CEF

It is in the CEF that the term ‘grammar competence’ has been first used at the expense of ‘grammar knowledge’. Grammatical competence is defined in the CEF as ‘knowledge of, and ability to use, the grammatical resources of a language’ or as ‘the ability to understand

⁵ From the website of the Council of Europe URL : http://www.coe.int/t/dg4/linguistic/Cadre1_en.asp (seen on 08/03/2013)

and express meaning by producing and recognising well-formed phrases and sentences' (p.112). This last definition is quite restrictive in the sense that it describes syntax rather than grammar as a general competence. The first definition presents the competence as knowledge and ability but both require two different processes and capacities. We can use a grammatical structure without knowing how it is formed (as it is often the case with 'I would like to' and other lexicalised groups). We can also use a structure in an exercise or a simple sentence in a common situation (I would like to ask you / I would like to know) without being capable of transferring it in a situation of spontaneous oral interaction or with other complements (like in a real life situation). As the definition in the CEFR is vague and ambivalent about what the authors mean by 'grammar', we will differentiate, in this dissertation, grammar knowledge (grammar awareness, explanation, hypothesis...) from grammar competence (ability to use correct grammatical structures). We will also define grammatical performance⁶ as another kind of grammar use: the ability to transfer our knowledge and use of a structure to a more complex situation of interaction which requires from the students the capacity to generalize and to automate the use, but this can be done once they have properly acquired the structure. These three steps the students come across to learn a language can echo the diagram made by Claire Bourguignon (2010) in which she explores the three steps to teach grammar from learning to usage.⁷



In the action-oriented approach philosophy, grammar is no more an end in itself but a means to an end. Yet, although the final task is not elaborated for grammar purposes, it demands a certain level of grammar performance from the students. But, still, grammar competence is seen in the CEF as one of the major elements of language teaching:

⁶ Inspired from J.L. Rama & G.L. Agullo (2012) « The role of grammar teaching: from Communicative approaches to the Common European Framework of Reference for Languages » in *Revista de Linguística*, vol 7. Universidad Polytechnica de Valencia. When they define the concept of 'performance' according to Chomsky : 'the way speech functions when contaminated with external factors'. They also use that terminology which they define as 'knowing how to use grammar in context' (p.188)

⁷ Diagram from Bourguignon, C., (2010) *Pour Enseigner les Langues avec le CEFR*. Paris : Delagrave

‘grammatical competence [...] is clearly central to communicative competence’ (p.151) even if it is swallowed up by the numerous other competences⁸. A task cannot exist if the students do not activate their grammar knowledge and abilities: “the grammar used is a part of your performance of the task” (J. Kedde, 2004: 46⁹). C. Bourguignon (2010: 41) argues there are three goals in a task: a communicative goal, a cultural goal and a grammatical goal in which she surprisingly includes vocabulary and structures as if, finally, grammar was the place where vocabulary and grammatical structures met, which gives a central role to grammar. In chapter 7, the CEF clarifies the role of the task in language teaching and states that: “The stage of development of the learner’s linguistic resources is a primary factor to be considered in establishing the suitability of a particular task [...] level of knowledge and control of grammar” (p.161)

By including grammar competence within the task itself, the CEF establishes the view of grammar as a means to communicate; this is the major change advocated by the CEF concerning grammar. The situation in the communicative approach was problematic, and H. P. Widodo¹⁰ (2006:130) rightly enumerates the problems that the teaching community had to face:

- students did not relate grammatical features with communicative tasks
- Too much emphasis was put on [grammatical] examination, passive exercises
- “Students felt grammar hard to apply”

What he attested then was a good summary of the findings leading to the CEF: “Practice is not enough to equip the learners with a good mastery of the rule” (p.131), and I would interpret it as, there is also a need for basic knowledge and for a transposition of knowledge and practice into acquisition so that they can perform a task (showing their grammar performance).

The fact that we need to teach grammar as a competence and a performance is not the point of our discussion, we admit it; but it deserves to be looked at more closely concerning what clear guidelines the CEF conveys to the users, who are the syllabus designers, the textbooks writers and the teachers.

⁸ See the diagram about the task in appendix 1

⁹ Kedde, J., (2004) « The CEF and the secondary school syllabus ». In Morrow, K., *Insights from the Common European Framework*. Oxford : Oxford University Press

¹⁰ Widodo, H. P., (2006) « Approches and procedures for teaching grammar » *English Teaching: Praticce and Critique*, vol.5, n°1, p. 122-141.

2. To what extent are the CEF guidelines about grammar useful for the users?

Grammatical competence, as the CEF considers it, means that grammar has to be meaningful for the learners. The Framework aimed at dismantling the vision of grammar as a burden, as hard and annoying to learn. According to the CEF (p.151), grammar has to be communicative and drawn from authentic documents, that is to say, it has to be as close as possible to real spoken language and authentic situations (which is one of the general messages of the Framework). The CEF also encourages the users to take advantage of contrastive analysis between L1 and L2 which follows the principle of going from the known to the unknown. The importance is to make the structures clear in the learners' mind, in order to avoid the problems raised by Widodo (see chapter I, 1). Then the CEF lists different ways to help the learners develop their grammatical competence and the kind of grammar exercises that can be given to the learners but the problem is that they do not seem to mark a change from previous approaches (p.152). What is interesting to observe is that the authors present these two lists as the means for the learner to develop their grammatical competence and they include in it the practices that have been used for a long time: inductive, deductive, rules, exercises, tables, hypotheses... Plus, are these techniques useful to develop grammatical *competence*? Are they not rather useful to develop grammatical *knowledge*? The CEF seems to be confused with the grammatical issue and this is not the only example. At the end of several sub-chapters, we can find a boxed-text raising some questions the users may wish to think about and concerning grammar, this box is rather heavier than the others. This food for thought is really interesting and raises fundamental questions but it leaves the reader a bit hungry for more answers and advice. The authors considered it out of their domain of study, out of their 'framework'.

Grammar and assessment

If we come back to the definition the Council of Europe gave of the CEF, one of the aims was to give a basis for the "assessment of foreign language proficiency". It is for the purpose of assessing grammar that the authors built the table called 'grammatical accuracy'¹¹ (which is interestingly translated in French by 'correction grammaticale'¹²). For each level there are one or two sentences describing the abilities of the learners. A student in the A2

¹¹ See appendix 8 for the table

¹² We will come back to this later in the dissertation

level “uses some simple structures correctly but still systematically makes basic mistakes [...] nevertheless, it is usually clear what he/she is trying to say” (p.114). Thus, we can notice the vagueness of the definition with the words: ‘some’, ‘usually’ (sometimes yes, sometimes no) and ‘basic mistakes’ (whose definition completely depends on the assessor). In this descriptor, there are series of rather negative words: ‘simple’, ‘limited’, ‘few’, ‘forget’, ‘reasonably’. But, how can we assess objectively that a student uses a language ‘reasonably accurately’? Among these words, ‘clear’ positively stands out and brings to grammatical competence the notion of clarity. In other words, the CEF does not give importance to an ‘accurate grammar’ (using grammar accurately) but to a ‘fluent grammar’ (using grammar to be able to be understood). This is a change if we compare it to the previous methods: meaning comes before grammar, in the learning process and in terms of priority (this explains the terms ‘sentence patterns’, ‘usually clear’, ‘routines and patterns’). What is a bit striking is that it is only once we reach the B2 level, which normally corresponds to a ‘Terminale’ class in France, that we can speak rather accurately. This questions once again the importance of grammar performance; is it not annoying to speak an approximate language after eight or ten years of practice? Especially in an approach which promotes authenticity (for documents and language) and oral competence in order to be as close as possible to perform a native-like level of performance.

This very loosely worded text has been criticised by several authors such as M. Petit (2007: 62-80)¹³ who wrote about ‘a semantic vagueness’¹⁴. This is a problem when we realize that this is the only descriptor concerning grammar and that it should be the basis for textbooks writers, syllabus designers and teachers to design and organise their curriculum and lesson plans. I think that the descriptors are slightly limited for the importance the authors say grammar has in the teaching-learning of languages.

3. Incompleteness and paradoxical approach

We believe that grammar should have a real place in language teaching but when we try to find it in the CEF guidelines, we are surprised to see that there are only a few paragraphs dealing with it. M Petit (2007: 62-80) pointed out this paradox when he reported that there were around twelve pages dealing with linguistics. According to the CEF,

¹³ Petit, M., (2007) « La correction linguistique dans le Cadre européen commun : quelle conception, quels critères ? », *Cahiers de l'APLIUT*, vol.26, n°2, p.62-80.

¹⁴ ‘flottement terminologique’. Translated by myself

linguistics includes grammar, vocabulary, phonology, orthography and orthoepy (the right pronunciation of the sounds). Thus, we can attest that the place of grammar is quantitatively “relatively weak”¹⁵ though the authors said it was central for communicative competences (see above, part I, 1).

When we look at the diagram of the constitutive elements of the task¹⁶, we can say there are a lot of aspects to be taken into account, but there is no hierarchy, there is not one element more important than the other. Yet, when we observe chapter 9.4 about assessment categories, as J.P. Cuq (2008)¹⁷ did (p.6), we find that linguistic competence has the highest number of entries compared to the other competences; and when we observe the four examples of assessment grid the authors give p.194-195, the ‘grammatical accuracy’ criteria is present in each grid.

To summarize, there are not a lot of paragraphs focusing on grammatical competence which can give the users the impression that grammar is secondary or insubstantial but the CEF is far from advocating the end of grammar teaching. It only contents itself with a new appreciation of grammar as a competence and as a means to communicate. The difficulty for learners to acquire grammar and to develop their grammatical performance triggers off the need for time and practice to integrate it.

There is still a lack in the CEF concerning grammar which the authors would have been welcomed to fill so that the users would consider it as a point of reference. It is still difficult to understand how to include grammar in an action-oriented approach, how much grammar there should be, how we should assess grammar or even what about oral grammar. But one of the most striking points which have been answered by the authors in the CEF is that there are no descriptors concerning the grammatical structures that should be acquired at each level. The authors predicted this remark and declared that: “It is not considered possible to produce a scale for progression in respect of grammatical structure which would be applicable across all languages” (p.113). It is true that each language has its own grammatical structures and way of functioning and that according to the L1 of the learners, some of the grammatical elements of the L2 will be more or less easy and logical than for the speaker of another language. J. Kedde (2004: 48-49) brought up this issue in her chapter ‘No measure of

¹⁵ « relativement faible ». Translated by myself

¹⁶ See the diagram of the task in appendix 1

¹⁷ Cuq, J.P., (2008) « Approche actionnelle et évaluation de la compétence grammaticale », in Galatanu, O. & al., *Enseigner les structures langagières en FLE* (Colloquium), Association GRAMM-R, vol.4, p.55-64.

grammar-based progression'. She reuses an issue raised by the CEF authors: "For instance, should learners follow a progression which leaves them unable, after two years' study, to speak of past experience?" (p.151), and she finds that "it is a shame" that they did not write clear descriptors for 'talking about the future', 'talking about the past', 'making comparisons', or 'using determiners' which are present in (nearly) every languages. This would make clear what students are grammatically able to perform and it would harmonize the competences of all Europeans. Yet, even within the official instructions, it would coordinate the syllabus of curriculum designers, textbook writers and even teachers who do not all have the same practice: some will introduce the preterit in 5ème while others will do it in 4ème. We will see that this is a heavy problem in grammar teaching but this also has an impact in language teaching as a whole.

The CEF is bringing a new approach but not a new methodology as we could have expected. It brings a new vision of grammar but does not go deeper in the practical explanations which can confuse the users and make us think, as J. Kedde (2004: 49) states it: "Overall there is not a consistent approach to grammar". Therefore, this prevents the CEF from doing its task, concerning grammar: harmonizing the practices and the assessment.

II. The transposition of the CEF in the new French Official Instructions

The CEF, published in 2001, was only adopted in France in August 2005¹⁸. This led to the writing of the new Official Instructions (OI) for *Palier 2 (4ème/3ème)* in 2007¹⁹. In this second part, we will put in parallel these new OI with the previous ones of 1997²⁰ (for *5ème/4ème*) to ascertain what changed between 1997 and 2007 and what influence the CEF had on the OI of 2007 concerning grammar.

The Official Instructions are composed of a national syllabus and a support file to help the users to implement the syllabus in their lessons. In 1997, they were all gathered in one booklet but in 2007, there is only the syllabus. The support file only exists for *Palier 1 (6ème/5ème)* and was published in 2005. We will use it as an example of the influence of the CEF on the OI as they mention the grammatical approach.

The syllabuses are mainly made of tables describing the contents of English teaching in terms of themes, vocabulary, competences, knowledge, grammar and cultural elements. Here are the way the tables were presented in 1997 and 2007²¹:

1997

Competences	Structures	Vocabulary	Phonology-grammar
1.Social relationship 2.Information exchange ...			

2007

Examples (of intervention, texts, productions, statements, interactions)	Formulations	Cultural and lexical competence	Grammatical competence	Phonological competence
-Oral Comprehension				

¹⁸ In the « Plan de rénovation de l'enseignement des langues vivantes étrangères »

¹⁹ Ministère de l'Education Nationale (2007) *Programmes Anglais Palier 2*. Futuroscope Cedex : Scéren (CNDP) Arrêté du 17 avril 2007. BO hors-série n°7 du 26 avril 2007

²⁰ Ministère de l'Education Nationale (2002), *Programmes et Accompagnement Anglais LV1-LV2* Paris : CNDP Arrêté du 10 janvier 1997. BO hors-série n°1 du 13 février 1997

²¹ See appendix 2 and 3 for an extract of each table

-Written Comprehension -Oral Production -Written Production -Interaction				
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The tables are quite similar though we can identify the influence of the CEF on the second one (the term ‘competence’ is ever-present and the classification is made according to the language activities). In this part, we are going to study the differences and similarities between the grammatical approach in 1997 and in 2007 to see how the CEF’s approach to grammar has been transposed by the syllabus designers. This analysis will be made in three stages; we will first analyse how the concept of grammar for communication is seen in both OIs, then how they tackle grammar knowledge and grammar awareness and finally we will try to answer the question: do the OI of 2007 fill the void of the CEF?

1. Grammar for communication purposes

We saw in the first part that grammar had its entire place in language teaching for communication purposes. This concept was already present in the OI of 1997 which followed the communicative approach (language was already taught to be used in real life) and it is said that grammar is “in the service of communication” (1997:42)²². We can find this idea, worded with the same expression in the OI of 2007 (p.20). Then, to the question ‘What grammar to teach?’, both OIs give the same answer: the language has to be taught through its use and the teaching goals have to be defined according to communicative situations²³. This concept of a ‘communicative grammar’ was there before the CEF and stayed the same, nearly word for word in the OI. What is new in 2007 is the hint at grammar performance when they consider that “a student has acquired a grammatical structure once he is able to use it in situations as close as possible to real life”²⁴ (2007:41). This is probably a direct influence of the CEF which promotes a maximum of authenticity in language classrooms and practices.

In 2007, the preoccupation of the users of the Framework was to lessen the time spent for grammar and to make grammar more communicative by practicing. This tended to

²² « Au service de la communication » (OI 1997, 42), Translated by myself.

²³ « Toute approche communicative suppose que la langue à apprendre soit perçue à travers l’usage qui en est fait [...] et que les objectifs d’enseignement soient définis en fonction de situations de communication » (OI 1997, 94) « Ce sont donc les besoins de la communication qui décideront des choix à faire » (OI 2007, 40)

²⁴ « On considérera que l’élève s’est approprié un fait de langue lorsqu’il sera capable d’y recourir dans une situation de communication aussi authentique que possible » (OI 2007, 41) Translated by myself.

transform a grammatical structure and all its complexities and use into a lexicalised group instead of explaining or making the students discover a general rule that would be transferrable in any other communicative situations. If we pick up all the examples from the table of OI of 2007 concerning the present perfect, we can find these structures:

- Superlatif+have-en
- Have-en +for
- Have been to
- Present perfect/preterit simple
- It's the first time have+en
- Have been + ing
- V-ing / V-en

All those entries, scattered in each language activities part²⁵, make the table very heavy, complex and long whereas it would have been easier to just indicate that the present perfect and its specificities of use had to be studied in *Palier 2*. The syllabus is very unclear, the tables introduce a series of grammatical structures and the corresponding examples are very vague. Thus, for the example 'Detailed Instructions' in oral and written comprehension, here are the grammatical structures linked to it²⁶:

- The imperative
- MAY+BV
- HAVE TO +BV
- WILL
- BE NOT TO + BV
- WHILE+BV+-ing
- Indirect interrogations
- Infinitive clauses
- **HAVE+V-en + FOR**
- Either... or
- Adverbial of place

Is all this really useful to understand an instruction? This is probably not what the syllabus designers meant but we do not really know what they want the teachers to do with this. What they said about the table is that there is no hierarchy, limitation or progression (OI 2007: 20). But what is the purpose of making such a list referring to some vague examples (informative texts, rephrasing, explanations, descriptions etc.)? In 1997, the grammar column was quite

²⁵ See in appendix 3 the table of the OI of 2007

²⁶ OI 2007, p.21,22,25

similar but it referred to some comprehensible ‘competences’ (OI 1997: 74): making a phone call, writing a letter, talking about the past, asking for our way or talking about an experience (which would include the use of the present perfect). The syllabus designers in 1997 described the grammatical structures as ‘useful means of expression’²⁷ (1997: 54) Syllabus designers in 2007 decided not to give many explanations about this ‘grammatical competence’ column as the CEF did with grammar competence that has no descriptors (the only table is for ‘grammatical accuracy’).

Moreover, we are left to wonder whether this column deserves to be called ‘grammatical competence’ when we see that it is only composed of structures. After the publication of the CEF, we would have expected to find clearer titles for the examples that would be closer to communicative situations. Plus, we could imagine that the titles for the ‘competences’ of 1997 would have found their place in the ‘grammatical competence’ column of 2007. Indeed, ‘make a wish’ (entry 1.3), ‘talking about one’s experience’ (3.2), ‘talking about the future’ (3.2) really imply a grammatical knowledge of the modal would, wish, of the present perfect, or of the modal will, be going to, be to. Then, an example of production could be ‘make a plan for your holidays’, and we would find in the ‘grammatical competence’ column: ‘talking about the future (will, be going to, be to)’, ‘make a wish’ (would, wish, would like to). This is probably what D. Chini (2009) finds regrettable when she declares that the grammatical structures are not linked with a proper task:

“[Il faudrait] concevoir des programmes officiels où la composante grammaticale est structurée en fonction du rôle que les marqueurs peuvent jouer par rapport à chaque entrée actionnelle générique et non comme c’est le cas aujourd’hui dans les nouveaux programmes pour les paliers 1 et 2, de façon globalement aléatoire, en fonction des exemples spécifiques de formulations qui sont donnés” (2009: 13)

The OI of 2007 lack so much clarity that we do not see how grammar is used for communication in the tables. The designers did not pick up the essential structures and competences for a student in 4^{ème} and 3^{ème} to be able to communicate in English. This can lead to a lack of national coherence and unity between the textbook writers and the teachers.

2. Grammar awareness and grammar knowledge

As grammar is mostly seen and promoted as a competence for communication, is there a place and a necessity for grammar knowledge and grammar awareness? We saw in the first part that the CEF did not take a stand about this issue. So, how did the new OI deal with this?

²⁷ « un inventaire des moyens d’expression utiles » (OI 1997 : 54) Translated by myself.

In the OI of 2007, the syllabus designers describe the contents of the tables as ‘linguistic knowledge’²⁸ and not as linguistic competence. They add that this knowledge is not an end in itself but there is not much information about what end or aim this knowledge has. The purpose is always communication but how to transform this knowledge into competence and into an ability to communicate? How to make this knowledge useful for communication?

We will agree that knowledge for knowledge’s sake is not what is sought in secondary school education; the OI of 1997 really clarifies this when the authors attest that: ‘Learning English [...] is acquiring knowledge in order to build know-how’²⁹ (1997: 22). They take the link between knowledge and competence into consideration by listing the main points that make knowledge part of the development of competences³⁰. First, knowledge develops students’ autonomy and it helps them to understand the language and how it works. The authors of the OI of 1997, like the authors of the CEF, encourage a comparative study of the English and French languages. This comparative study is completely absent from the OI of 2007 though it is advised in the CEF and also by many authors like A. Trévisse who considers the French language to be ‘the first linguistic system in terms of representation of the world and affect’³¹ (2009: 3) which is therefore a key to learn other languages and to be aware that all languages have their own functioning and similarities. In the OI of 2007 there is nothing about grammar awareness and even in the support file of *Palier 1* there is no proper work or activities on grammar awareness. Some authors are really committed to the importance of a grammatical reflexion as D. Chini: “Pour être pleinement efficace en contexte scolaire, la perspective actionnelle doit intégrer une solide composante réflexive qui laisse le temps nécessaire à la maturation des connaissances” (2009: 1) or Gessica de Angelin : “Il est fort probable que la réflexion métalinguistique soit l’un des facteurs qui joue le rôle le plus important dans l’augmentation de la capacité des individus multilingues à apprendre de nouvelles langues” (dans Chini, D.: 17). This statement holds the notion of plurilingualism

²⁸ « Les colonnes des compétences culturelles, grammaticales et phonologiques fournissent des indications des **savoirs linguistiques** et culturels qui sont au service de la compétence communicative. » (OI, 2007 : 20)

Translated by myself

²⁹ « Apprendre l’anglais [...] c’est s’approprier des savoirs pour construire des savoir-faire. » (1997:22)

Translated by myself.

³⁰ « Au service de la communication, elle [la grammaire] se veut aussi formatrice : elle est au service de l’enseignement des fonctions langagières, elle contribue à faire accéder l’élève à l’autonomie langagière, une bonne compréhension des mécanismes de l’anglais devant logiquement entraîner une meilleure appropriation et mémorisation des opérations de la langue, elle conduit à une meilleure perception de l’acte de langage avec possibilités de comparer les modes de fonctionnement utilisés. » (1997 : 42) Translated by myself.

³¹ « Système de langue préalable incontournable en termes de représentation du monde et de l’affect » (2009 :3) Translated by myself. In Trévisse, A. (2009) *Les textes officiels français pour les langues vivantes et l’enseignement/apprentissage de la grammaire, L’exemple de la détermination nominale*. Namur : Université de Namur.

which is one of the main concerns of the CEF but it does not seem to be promoted by the OI of 2007.

The problem we face with the OI of 2007 is that the authors do not insist on the importance of grammar awareness because the CEF did not take a stand about this issue and because the OI lack a clear explanation of a common adopted approach concerning grammar and an assessment of the weight of grammar knowledge and competence in the language classroom.

3. The Official Instructions of 2007: filling the void of the CEF?

The issue we are going to tackle now is how did the curriculum designers deal with the poor CEF guidelines about grammar? Generally speaking, we can say that the designers did not clarify the grammar approach; they explain how grammar should be perceived according to the CEF: as a competence and not as an end in itself, but in pedagogical terms, our vision of grammar is still very unclear.

Between 1997 and 2007, the way grammar teaching was addressed in the official instructions has changed a lot. In 1997, grammar is presented as ‘Grammar’ and the designers tackle the issue in a very precise and descriptive way. If we look at the support file of 1997, there is for each level an explanation on grammar teaching concerning the progression, the application, the goals, oral grammar, etc. The support file is quite dense but it mainly concerns grammar at the expense of all the other competences and aspects of language. In 2007, an inventory of grammatical structures fills the ‘Grammatical competence’ column that matches with examples of interventions and texts. The structure is a bit arbitrary and the grammatical structures are really numerous in comparison to what the CEF advised about grammar (see part 1). What changed in the syllabuses are actually only the terms used and the classification according to language activities but the contents have barely been revised. The inventory is certainly more influenced by the strong French ‘grammatical culture’ than by the CEF guidelines.

If we turn our attention to the support file of the OI of *Palier 1* (2005)³² we are surprised to see that the curriculum designers first start to talk in the preface about linguistics:

³² Ministère de l'Éducation Nationale (2005), *Documents d'accompagnement des programmes Anglais Palier 1*. Futuroscope Cedex : CNDP

'linguistic development', 'linguistic competence', 'linguistic knowledge', 'language structures' and 'language awareness' (2006: 5). Through this, they want to remind us that the CEF does not prescribe a no-grammar approach. This is really important since, as we saw, the CEF remains a bit silent and is not really consistent about this. Inside this support file we can find three kinds of units aiming at presenting how to build a unit taking into account the CEF and the new OI. Peculiarly, grammar is slightly left aside in these units. The authors focus on strategies, culture, looking for meaning and even by quoting the CEF but as far as grammar is concerned there are few explanations on how to introduce and practice grammar in a unit. Now, we can look closer at the unit on page 28, which introduces the preterit and the comparative and superlative forms. The introductory phase is made through the students' oral productions: "If their productions are in the present tense, the teacher will lead the students to use the preterit asking for example: Now? Does the group still exist? Do they still sing together now?"³³ (2006: 28) This grammatical anticipation phase starts from where the students are, in a communicative situation, to help them produce a more accurate message afterwards. This example clearly follows what the CEF promotes: a meaningful grammar. Then, concerning the comparative and superlative forms, the activity proposed is oral and encourages the students to practice the structures with the Beatles: "Ringo was the oldest. John was older than Paul". The authors indicate that "This production phase allows the teacher to make the students practice the structures without transforming this communicative activity into an activity of boring and artificial manipulations"³⁴ (2006: 30), but the question to raise here is: is this activity enough to be able to generalize the rule behind the comparative and superlative forms in order to improve one's grammatical performance? Would it not be interesting to follow this activity with a grammatical awareness activity to allow the student to generalize 'John was older than Paul' to be able to create an infinite number of sentences in several other communicative situations? The only grammatical awareness activity proposed in this unit consists in linking the irregular verbs at the preterit form with the original verb. This poor phase is called 'Travail sur le prétérit irrégulier' (p.30).

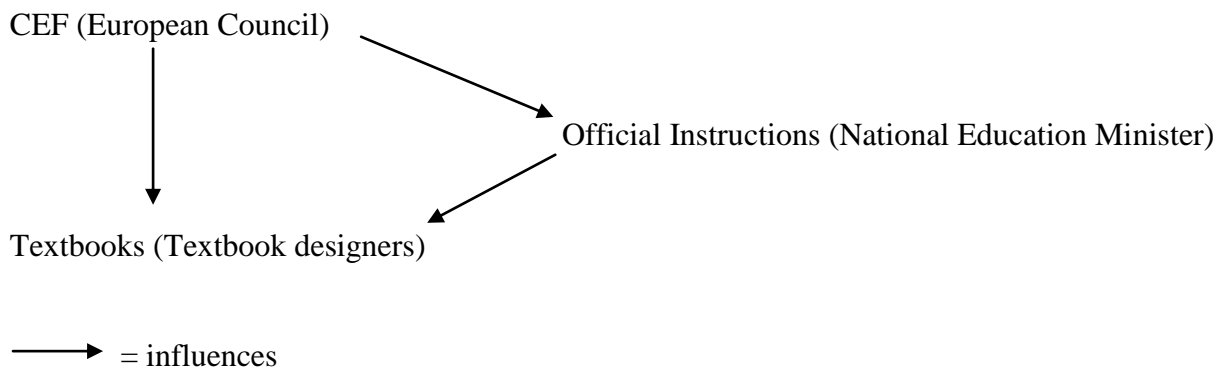
³³ « Si les énoncés sont produits au présent, on amènera la classe à utiliser le prétérit en demandant, par exemple : *Now ? Does the group still exist ? Do they still sing together now ?* » (2006 :28) Translated by myself.

³⁴ « Cette phase de production permettra au professeur de faire pratiquer les formes comparatives et superlatives sans cependant transformer cette activité de communication en un temps de manipulations structurales artificielles et lassantes » (2006 :30) Translated by myself.

We can clearly feel the influence of the CEF on the support file but concerning grammar, there are not many changes. The authors do not fill the void of the CEF; they just take from it as much as they could and keep what they were doing before for the rest.

The support file reveals a really paradoxical approach: an explicit preface said to link ‘what is said (in the programs) and what is to be done (in the classroom)’ which actually says what the CEF says but does not show how to concretely put it into practice.

As we saw, the action oriented side of the CEF is missing and this reinforces the paradox between the CEF and the OI (the syllabus and the support files). This is a major problem for the elaboration of textbooks: how do the textbook designers deal with this paradox? How do they introduce grammar? How do they find their place in this triangular system?



III. How do textbook writers deal with the CEF guidelines and the Official Instructions?

We are now going to explore the influence the CEF has had on textbooks examining their vision of grammar and their way to introduce it. For this purpose, we will analyze to what extent the CEF has changed the place of grammar in the textbooks and how the textbook writers dealt, at the same time, with the OI of 2007. The study of the textbooks is very interesting for our research as it is nearly the last step of the CEF's translation before it comes in the teachers' hands. We will then be aware of how the textbook writers have translated, rendered accessible and contextualized the guidelines of the institutions.

In order to write a complete report on the subject, I selected three textbooks: *New Live 4ème* (2002)³⁵, *Good News 4ème* (2008)³⁶ and *Connect 4ème* (2008)³⁷. Considering the dates of publication, *New Live* is an old textbook, no longer in conformity with the program but it will be helpful to highlight the change between before and after the adoption of the CEF and of the new OI which are represented in *Good News* and *Connect*. They were published the same year, just after the new OI but what is interesting to analyse is that they have a very different linguistic approach from one another. When I mention textbooks, I also include the documents that come with them: the workbook and the teacher's book. I chose to focus my work on the *4ème* level (level A2+) and more precisely on the study of the preterit for it is a fundamental structure which is hard to master for the students, as I observed during my internship in a class of *3ème*: the pronunciation of “-ed”, the irregular verbs, the French equivalence, the form of the structure... So many points that make the preterit worthy to be given a thought. The three textbooks approach the preterit in three different ways and this starts with the themes of the unit: mystery writings for *New Live*, the ways to communicate for *Good News* and 21st century London for *Connect*. In this part, we will first analyse the aspect of ‘communicative grammar’, required by the CEF, in the activities and in the task; the presence and the weight of grammar and grammar awareness in order to specify what has changed with the CEF concerning grammar more generally.

³⁵ Plays Martin-Cocher, O., M. Meyer, C. Marcangeli, J.-P. Gabilan, R. Pevsner (2002). *New Live 4ème*. Paris: Didier. See an extract of it in appendix 4

³⁶ Quéniart, J., M.-P. Lemaire, J. Bradley-Giraud, G. Brushnell (2008). *Good News 4ème*. Paris: Belin. See an extract of it in appendix 5

³⁷ Benoit, W., M. Jobert, G. Lasbleiz, F. Mallet, M. Roussel (2008). *Connect 4ème*. Paris: Hachette Education. See an extract of it in appendix 6

1. Grammar in the activities and in the final task

This subpart is dedicated to examining to what extent the textbook writers see grammar as a way to communicate. This can be assessed with regard to the way grammar is introduced to the students. In *New Live*, the unit ‘M. for Mystery’ is all about the preterit, or at least about grammar. Indeed, the aims of the unit are ‘Talking about the past’ (preterit) and ‘Asking questions about a purpose’ (‘What... for?’ structure). Therefore, the very first activities aim at making sentences about the lives of three mystery writers thanks to the few given elements, using the preterit... and ‘ago’. *Good News* also introduces the preterit with an oral document (a conversation between friends about their holidays) which is mixed with a written activity. Indeed, the students are asked to complete a fill-in-the-gap exercise even though it is the first time they discover the preterit. The approach in *Connect* is probably the closest to the grammar perspective of the CEF. The aim of the ‘21st Century London’ unit is to discover the city, not to introduce the preterit. Therefore, the preterit is introduced in the fourth activity: a listening comprehension of a conversation between friends planning to go to London. As one of them went there once, she uses the preterit: her few sentences will be reused in the grammar awareness activity on the preterit. The preterit is more naturally introduced than in the other textbooks. The writers of *Connect* wrote in the teacher’s book that grammar is always “adapted to the students’ needs” and is “in the service of meaning”³⁸ (p.6).

Thus, grammar is introduced through a text³⁹ which contains a new structure but the text is not just a pretext to study grammar. Indeed, in *New Live*, all the texts are made to discover or practice a grammatical structure and the authors clearly state it in the teacher’s book when they explain the role of the ‘Listen and learn’ activities at the beginning of a unit: “to introduce (or revise) some linguistic elements (grammatical or lexical), aims of the lesson”⁴⁰ (p.5). In *Good News* and *Connect*, the grammatical structures of the text are used to raise students’ awareness of the form but the role of the text is to show to the students how to make a phone call (*Good News*) and what can be done in London (*Connect*).

The activities in *Connect* are not all about the structure studied; it is not always reactivated so that it does not become the only thing to focus in the language. This probably

³⁸ « Adaptée aux besoins des élèves », « mise au service du sens ». Translated by myself.

³⁹ Following the definition of the CEF : a text can be a picture, a written or oral text, a conversation...

⁴⁰ « pour permettre l’introduction (ou la révision) de certains éléments linguistiques (grammaticaux ou lexicaux), objectifs de la leçon » Translated by myself.

leaves place to a better focalization on developing students' fluency in terms of comprehension and production. However, in *Good News* published at the same period, the grammatical structure studied is nearly always a hidden pretext for all the activities proposed in the textbook. This is probably because the grammatical program for this unit is very heavy: 'what... for?', present continuous, preterit, preterit be+ing, so/neither.

When dealing with grammar for communication, the pronunciation of the structures is very important as they are meant to be used orally. As far as the preterit is concerned, the pronunciation is hard to get for French speakers so it requires oral practice and an explanation of the rule to generalize it. Yet, only *New Live* and *Connect* dedicate a place for that explanation though *New Live* does not leave as much place as *Connect* for practicing it. *Connect* offers an oral 'grammar-based' activity (linked with the theme) just before the micro-task to consolidate the structure and its pronunciation.

D. Pluskwa, D. Willis and J. Willis (2009:208)⁴¹ assert in their chapter entitled: 'The action-oriented approach in practice: the task first, grammar next'⁴² that a good task did not need any grammar point. This would be reserved for activities; but what is the purpose of working on a grammatical structure if we do not use it in the final task that is meant to be as close as possible to a real life situation? What the action-oriented approach states, as we already discussed, is that grammar should not be the main point of a task but it still needs to be there. Indeed, in *New Live*, there is no task but a classic written evaluation and the main contents are related to the use of the preterit structures: irregular verbs, choice between preterit and preterit be+ing, asking questions using the preterit... This practice is to be radically opposed to the final tasks in *Good News* and *Connect* where they cover all the cultural contents and strategies learnt during the unit. Though it is not specified in the explanations of the task, as it focuses on the action, students will have to reuse the preterit. When they will present their timelines to the class (*Good News*), the students will have to use the preterit to tell the events. It will be the same in *Connect* when the students will have to make a leaflet about a place in London and tell a bit about its history. Though *Connect* seems to pay little attention to grammar, there are five points dedicated to grammar use in the final task. The question to raise is do the students have enough time to get prepared and to be fluent and accurate with this structure before going on another structure? Do they have all the tools

⁴¹ Pluskwa, D., D. Willis & J. Willis (2009). "L'approche actionnelle en pratique: la tâche d'abord, la grammaire ensuite!". In Lions-Olivieri, M.-L. & P. Liria, *L'Approche Actionnelle dans l'Enseignement des Langues: Onze articles pour mieux comprendre et faire le point*. Barcelone : Difusión-Édition Maison des langues, p.205-230.

⁴² « L'approche actionnelle en pratique : la tâche d'abord, la grammaire ensuite ! ». Translated by myself.

to be evaluated on it? This is an issue brought up by J. P. Cuq (2008) when he attests that: “The evaluation of the grammatical competence in the task is a didactic problem that is not well understood at the moment”⁴³ (p.64).

2. Grammar knowledge: Grammar awareness, rules, lessons, exercises

We are now going to focus on the place of grammar knowledge in the textbooks and in the workbooks where we generally find grammar awareness activities⁴⁴. *Good News* and *Connect* seem to follow the same practice; learners have time to discover and manipulate the language through oral comprehensions and productions before thinking about it. The grammar awareness stage is fundamental for the students to “pay attention to new structures and to systematize what they just learnt”⁴⁵ (D. Pluskwa, D. Willis, J. Willis, 2009: 219). Its place has to be strategic; it must not appear too early as in *New Live*, not to make the students focus on grammar and accuracy at first; but must not be too late to leave some time for knowledge and competence to be acquired.

In terms of organization and contents of the grammar awareness activity, the three workbooks are very different. *New Live* does not really make the students think about grammar though they entitled this activity ‘Think!’. Indeed, they provide the learners with a lesson about the use of the preterit and the difference with the French *passé composé*. The choices made by the authors are odd: regular and irregular verbs are not highlighted or on the negative form but they shed light on the construction of the questions with ‘Who’ as a subject. *Good News* kept this ‘lesson aspect’ though it is now the role of the learners to complete it. It is difficult to call it a grammar awareness activity given that the students just have to put words in sentences. In *Good News* and *Connect* the learners are expected to take their information from the previous oral comprehension which makes the lesson very consistent and flowing; but *Good News* is much too close to the text and does not go away from it to make the students discover all the aspects of the structure. *Connect* is briefer but complete and it guides the students step by step with questions, sentences to complete, boxes to tick to make them discover by themselves the preterit in all its forms. Grammar awareness activities in

⁴³ « L’évaluation de la compétence grammaticale au niveau de la tâche est un problème didactique pas encore bien maîtrisé à ce jour ». Translated by myself.

⁴⁴ Grammar awareness activities corresponds to the PRL in French (Pratique Raisonnée de la Langue)

⁴⁵ « Prêter attention à de nouvelles structures et systématiser ce qu’ils ont appris » Translated by myself.

Connect follow a more inductive process than the other ones, as it is advised by the CEF (2001: 152).

I think it is right to say that it is a shame that the comparison between French and English has disappeared a bit from the new textbooks since as we saw part 2.2, our mother tongue is a system we acquired and which represents our own conception of the world, so it should not be denied. Nevertheless, it is only in *New Live* that the tricky difference between the preterit and the *passé composé* is underlined. In the grammatical summary of *Good News*, all the examples are translated by a *passé composé* as if they always corresponded to one another. *Connect* is really innovative on this subject; it deconstructs a widespread idea in the learner's mind that the present perfect is a past tense, thus, the authors include a paragraph "Have-en" in the part dedicated to the present tense. They present it as it really is in the English language: an aspect, as opposed to the French language in which it does not exist.

As far as practice is concerned, we worked on communicative activities previously, but what about exercises in the new textbooks? Are they still the same? M. Denyer⁴⁶ (2009:147) answers that "the task does not exclude the exercise [...] A unit has to promote the mastery of the resources necessary to the realization of the task (exercises, activities...)"⁴⁷ (p.151). Thus, exercises are still present in the action-oriented approach and besides, the CEF declares that 'explanations and formal exercises' can be used (p.152). There is no change concerning the content of the exercises that are guided for the most part (completing sentences, answering questions, translating, etc) though we can notice that in *New Live*, there were free exercises that were here to make the students practice the structures but with their own words and ideas so that they were able to appropriate the structure.

Now I would like to raise the question of metalanguage in the grammar summary inside the textbooks. *Connect* makes a general overview of the structures while the other two make a further description of the different use and include in it 'ago' and the time markers. Plus, the vocabulary they employ is a linguistic vocabulary that is probably good to use if it is understood by everyone (which may not be the case in *4ème*). Indeed, as A. Trévisé (2009) attests it would be good to: "use a stable and common metalanguage that the learner would

⁴⁶ Denyer, M. (2009). "La perspective actionnelle définie par le CECR et ses répercussions dans l'enseignement des langues". In Lions-Olivieri, M.-L. & P. Liria, *L'Approche Actionnelle dans l'Enseignement des Langues: Onze articles pour mieux comprendre et faire le point*. Barcelone : Difusión-Édition Maison des langues, p.141-155.

⁴⁷ « La tâche n'exclut pas l'exercice [...] Il faut qu'une unité didactique installe la maîtrise des ressources nécessaires à la réalisation de la tâche (exercices, activités...) » Translated by myself.

find in his other language learning”⁴⁸ (p.103). But let us compare the different approaches to explain the preterit:

Connect: “Il est utilisé pour situer une action ou un fait dans le passé. Il est souvent accompagné d’un marqueur de temps (yesterday...). C’est aussi le temps de la narration, celui que l’on utilise pour raconter les histoires” (p.135)

Good News: “C’est une forme verbale qui indique que le moment dont il est question fait partie du passé. C’est fini. C’est pourquoi le prétérit est souvent accompagné d’un marqueur de temps [...] Ce sont des adverbes ou des compléments circonstanciels” (p.9)

New Live: 1. “Celui qui parle – l’énonciateur – renseigne son interlocuteur à propos de ce qui a eu lieu avant, dans le passé. Il y a un décalage entre le moment où il parle et le moment où les choses ont eu lieu. Ce qui compte, c’est l’information.” 2. Le prétérit est aussi employé pour envisager une situation en décalage par rapport à la réalité des faits présents”.(p.141)

A long and complex approach like *New Live* and a bit like *Good News* is risky as it is possible that its role of ‘help’ would not be fulfilled. It is really important to make a difference between the ‘expert knowledge’ and the ‘taught knowledge’ (A. Trévisé, 2009:110)⁴⁹. The complex terminology has to be taken with a pinch of salt in a class of 4^{ème}. Grammar has to be seen by the learners as a competence and not as a complex system with terms they may not understand, even in their own language!

3. How did the CEF and the OI influence the textbooks?

We can now clearly attest that the textbooks published after the CEF present grammar as a tool for real life communication through the final task. Thus, the description and the grammar awareness activities become simpler with more accessible terms at the expense of a metalinguistic analysis. Oral grammar is pushed forward; the contraction of the auxiliaries is emphasized and we see the apparition of new contractions like ‘gotta, kinda, gonna’ that can be found in the textbook ‘*Enjoy 4^{ème}*’ (2008)⁵⁰ which is the new textbook published by *Didier* editions and written by the same coordinator as *New Live*, Odile Martin-Cocher. The authors have realized the importance of oral grammar for learners to understand real life

⁴⁸ « Passer par une métalangue stable et commune que l’apprenant retrouverait aussi dans ses divers apprentissages de langues ». Translated by myself.

⁴⁹ A. Trévisé differentiates « savoir savant » and « savoir enseigné ». Translated by myself.

⁵⁰ Martin-Cocher, O. & al. (2008). *Enjoy English in 4^{ème}*. Paris: Didier.

conversations. Grammar is no more only in the final evaluation where the students had to know the rules, the examples and the exceptions by heart as a lesson. They are now asked to understand it and use it in the final task which is generally more entertaining and personal.

The contribution of the CEF is also obvious concerning the terms used. The term ‘grammar’ has given way to ‘grammatical competence’. Though it refers to the same grammar, it is now recognized as a competence such as all the other know-how: anyone can work on it, get improvement, and use it; it is not just knowledge.

As far as goals are concerned, they are now focused on general competences linked with language activities. Yet, we do not find any goal concerning grammatical competence but structures. Why not re-use the main goals of *New Live* like ‘Talking about the past’ as grammatical goals for grammatical competence? How does a student know when he acquires a step of the grammatical competence? They are never clearly stated though *Good News* made an effort on this by including the goal of each exercise (“Do you know how to talk about the past?”), even if it is not really in an exercise that we can attest this. What Enjoy proposes is to evaluate grammar performance in the task which is the best way to attest if a student is able to re-use a structure in a ‘real life’ situation when there is not only grammar at stake. Thus, they provide the teachers with evaluation sheets in which they translated the CEF descriptors accompanied by the CEF levels that we do not find in the other textbooks⁵¹. It is still understandable that with a descriptor such as “Uses reasonably accurately a repertoire of frequently used ‘routines’ and patterns associated with more predictable situations” (CEF, 2001:114), it is hard to make a concrete and accessible objective for the students.

The evolution between pre-CEF and post-CEF is not transposed in the textbooks as a massive change, and besides, what has evolved depends on the textbooks; there is not a harmonious change. Still, we can notice that the presentation stage is still made through an oral document, the grammar awareness stage is still present and the training stage (exercises) is still part of the teaching-learning of English. But we have the impression that there has been a sort of revolution since all the other contents, texts, competences, themes, evaluation methods, more generally, have changed rather radically thanks to CEF; so it obviously affects grammar teaching. It is preferable to work on a grammar structure if it is presented through interesting, authentic and attractive texts (teenagers planning to go to London in *Connect* vs. Mystery writers’ lives told by a narrator in *New Live*).

⁵¹ See an example of an evaluation sheet in appendix 7

In the support file of Palier 1 we studied in part 2.3, there was less importance on grammar than there is in the textbooks. The aim of the support file's authors was to show how to adapt the new OI in a unit but it just highlighted the main changes brought by the CEF: grammar was almost never alluded to. This emptiness led the textbook writers to keep part of their way of doing and getting focused on the guidelines of the CEF. Nevertheless, grammar structures to be acquired by the students have to be taken from the OI; that is why there are sometimes so many grammar structures to be acquired or revised in a unit (eight in the unit of *Good News!*). The programs are so heavy that it does not correspond to the action-oriented approach as it is nearly impossible to work on all these items and include them in the final task as it is advised by the CEF: "Textbook writers and course designers [...] may wish to formulate their [grammatical] objectives in terms of the tasks they wish to equip the learners to perform" (CEF, 2001: 141). They probably mean that any objective, including grammar ones, would be better to be taught according to the objectives of the task. We can observe that it is a shame that the final task in *Good News* only includes one grammatical structure out of eight. This is in accordance with what C. Bourguignon (2010) declared: "The official instructions set objectives to be reached for each level; the required level is far above the reality in the trenches"⁵².

As there is no complete harmony between the CEF and the OI of 2007, there is also no complete harmony between the different textbooks. The grammatical program differs from one textbook to another; then, all the students do not have the same grammatical competence. If we consider other textbooks, like history or mathematics textbooks, the program is similar in every textbook and even if we teach a language, it should not prevent us from following the same progression, otherwise what A. Trévisse (2009) declares would become true: "It falls to the students to fill the void and the incoherence of their successive textbooks and teachers"⁵³ (p.109).

⁵² « Les instructions officielles fixent des objectifs à atteindre en fonction des classes, les exigences sont bien au-delà de la réalité du terrain ». Translated by myself.

⁵³ « Il incombe à l'élève de combler le vide et les incohérences de ses manuels et enseignants successifs ». Translated by myself.

Conclusion

We can attest that since the publication of the CEF, the grammatical approach has evolved in favour of the action-oriented approach though this change might be a bit superficial as this approach was adopted in France eight years ago and transposed in the instructions five years ago. There are two reasons to explain why the transposition seems to be partial: first, the action-oriented approach follows on from the communicative approach, insomuch that we even refer in France to the ‘*approche communicative actionnelle*’. Thus, the aim of this approach is not to revolutionize language teaching but to make it as close to real-life as possible. J-P Cuq concludes that in terms of grammar, the action-oriented approach is not so different from the communicative approach (2008: 60)⁵⁴. There is not less grammar nor little importance dedicated to grammar, the action-oriented approach just presents a new way of studying grammar in class. The second reason is that this approach is fairly recent in terms of didactics so the evolution needs time and steps for the transposition to be complete; that is why the contemporary textbooks are different from one another. New textbooks are going to be released in several editions in 2013 and 2014 which will be perhaps more adapted to the CEF.

We can henceforth conclude that the tools the teachers have in hand lack coherence and uniformity. Then it is the teachers’ role to “deal with the difficult didactic transposition” (A. Trévisse, 2009: 107). A harmonious approach is really needed, and especially because of the rise of eclecticism in France, described by M. Mpanzu who talks of a “methodology crisis”⁵⁵ that diversifies the methods used in the textbooks and by the teacher as well.

This research paper would be worthy to be revised once new textbooks will have been released to notice or not a further evolution. A study on the teachers’ practice in class and on the students’ feeling about grammar would be interesting to examine and would complete this research.

⁵⁴ « La perspective actionnelle, au moins sur la question de la grammaire et de son évaluation, ne donne pas lieu à des mises en oeuvre fondamentalement différentes de celles de l’approche communicative. » (2008 :60)

⁵⁵ « une crise des méthodologies » Translated by myself.

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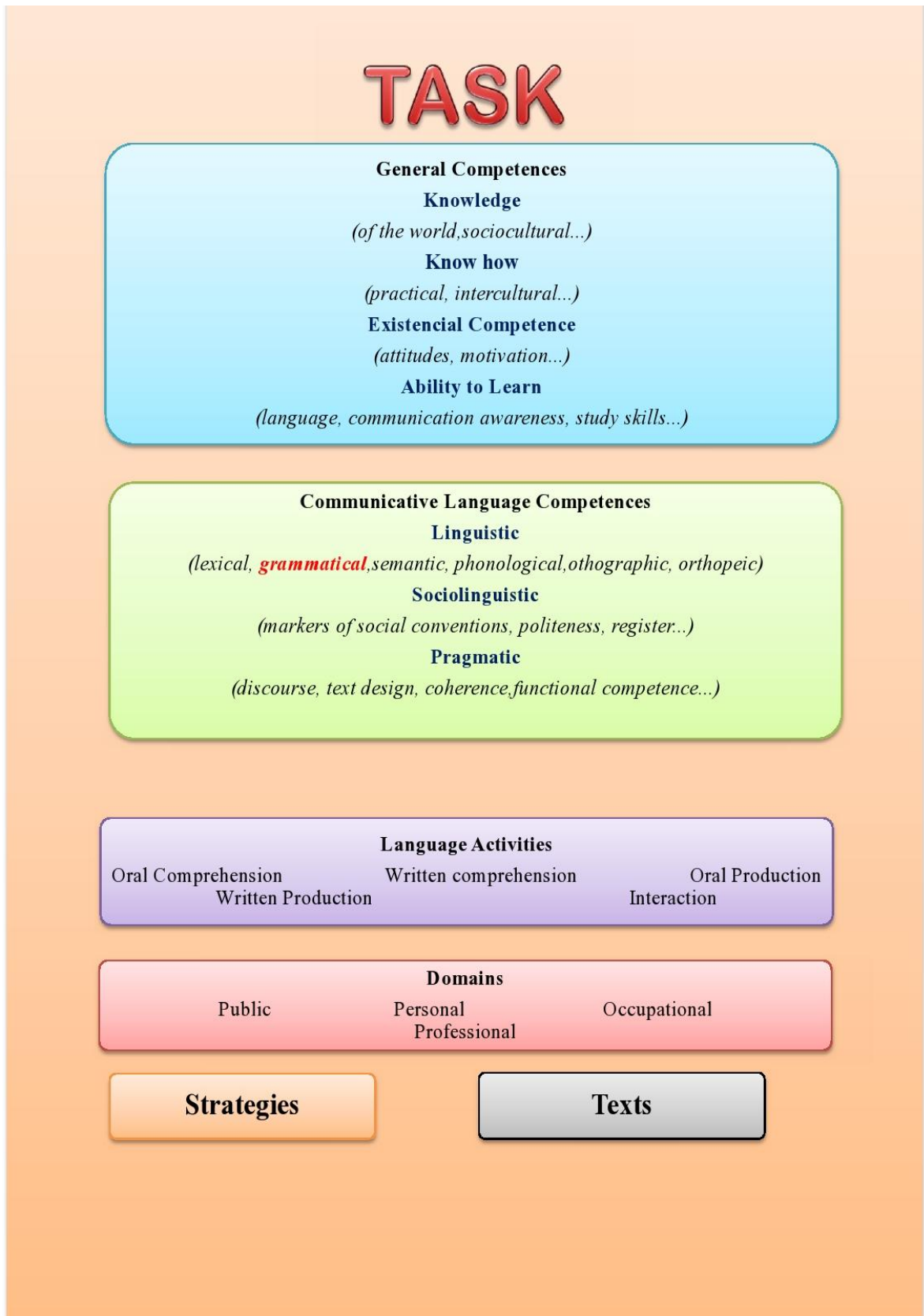
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Appendix 1: Diagram about the task



Savoir-faire	Structures	Lexique	Phonologie-grammaire
1.5. Se donner le temps de réfléchir		Well, you see.../you know... Er... well... Let me see... I mean... Actually... Anyway...	Intonation montante des phrases inachevées
1.6. Téléphoner	'Hello... This is John speaking'/'It is John'...'Is Betty in?' 'I'll just get her!'	2.1.4. Relations avec les autres 'Speaking!' 'Hold on!'/ 'Hang on'	Intonation montante de Hello ; accent de mot sur le nom du correspondant (qui constitue l'élément nouveau)
1.7. Écrire une lettre	I hope to see you soon/hear from you soon. Best wishes/All the best/Yours sincerely. Love/Lots of love [from]...	2.1.4. Relations avec les autres Dear Mr Morris/Mrs Johnson/John...	
1.8. Adapter son niveau de langue à l'interlocuteur et à la situation	Shut the door !/Could you please shut the door ? What's your phone number ? Would you please tell us your phone number ? Come on in ! Please come in !	Hello everyone ! Hi [guys] !/Good morning Mr Jones ! Cheers !/See you !/ Goodbye Mrs Winters !	Intonation habituellement descendante pour exprimer l'ordre, et intonation montante pour indiquer une requête polie + modulations pour passer de l'un à l'autre b. Valeur du prétérit des modaux (CAN-WILL)
2. Échange d'informations			
2.1. Demander et donner des informations relatives à l'identité, la nationalité, la résidence de quelqu'un	'Where were you born ?' 'I was born in New Zealand.' 'Jean lives in Dublin, doesn't she ?' 'Not any more : she's living in London, now !' Robin Hood lived in Sherwood forest for years, didn't he ?	1.2.1. Repères temporels 1.2.2. Repères dans l'espace 2.2.2. Pays et villes	Intonation des questions ouvertes Réalisation habituellement faible des pronoms, mais pleine et accentuée dans les énoncés contrastifs Accentuation des mots porteurs de l'information et étude des variations de sens en fonction du déplacement du nucleus a. Pronoms personnels b. BE C. Questions en WHO, WHAT, HOW, WHERE et réalisation des mots interrogatifs
2.2. Décrire, nommer ; Demander et donner des informations sur des personnes, des animaux, des objets et des symboles culturels	This is the kind of stories that I like. That was David, I recognised him. What's the name of the song that you were singing ? There is a nice path which leads to a lake.	1.1. Description de l'individu 1.2. Ses repères 1.4. Appréciations, réactions affectives 2. Environnement 2.3. Société et institutions	Accentuation des mots porteurs d'information a. Détermination par reprise : THE, THIS, THAT et leur réalisation phonique Génitifs Comparatifs et superlatifs Complémentation des

Savoir-faire	Structures	Lexique	Phonologie-grammaire
	<p><i>Shakespeare, whose house you visited in Stratford-upon-Avon, died in 1616. She looks ill. He sounds angry. It tastes nice. It smells good.</i></p> <p><i>'What does she look like?'</i> <i>'She is absolutely gorgeous!'</i></p> <p><i>'What does it taste like?'</i> <i>'It's very nice, it's strawberry-flavoured.'</i></p> <p><i>'What does it sound like?'</i> <i>'It's a mixture of rock and country music.'</i></p> <p><i>'Whose anorak is this?'</i> <i>'It's mine.'</i></p> <p><i>'How tall is he?'</i> <i>'He is 1.80 m. (one metre eighty) tall.'</i></p> <p><i>'How fast can Eurostar go?'</i> <i>'350 (three hundred and fifty) kilometres an hour.'</i></p> <p><i>'How old is this church?'</i> <i>'It's one of the oldest in the country. It was built in the 10th century.'</i></p> <p><i>'What do you need all that money for?'</i> <i>'To buy a new video game.'</i></p>	<p>3.2. Fêtes</p>	<p>verbes d'état (BE, LOOK, SOUND, TASTE, SMELL) b. Présent et prétérit simple Passif (BE + -EN) c. Questions ouvertes en HOW, WHAT, WHO, place de la préposition éventuelle et réalisation de cette préposition Subordonnées relatives Subordonnées comparatives (non accentuation de AS et THAN) Infinitives compléments de but</p>
<p>2.3. Parler de ce qu'on a, de ce qu'on n'a pas, de ce qu'on voudrait avoir</p>	<p><i>'What would you like for Christmas?'</i> <i>'I'd like a bike for Christmas.'</i></p> <p><i>'Have you got some money?'</i> <i>'Of course I have!'</i></p> <p><i>'Do you have a bike?'</i> <i>'No/I don't.'</i></p>	<p>1.1.4. Vêtements et accessoires 2.1.5. Animaux, etc.</p>	<p>Intonation descendante des questions ouvertes et intonation montante des questions fermées Place du nucleus en fonction de l'information à privilégier a. Dénombrables/indénombrables Détermination par prélèvement (A/AN, ONE, SOME) Détermination par balayage (ANY) b. HAVE verbe/HAVE opérateur c. Questions ouvertes et fermées</p>

Savoir-faire	Structures	Lexique	Phonologie-grammaire
<p>2.4. Demander et donner des informations sur des occupations habituelles : Parler de ses habitudes, se renseigner sur les habitudes de quelqu'un</p>	<p><i>'How often do you go to the hairdresser's?'</i> <i>'Once or twice a month.'</i> <i>'Three times a year...'</i> <i>I don't mind getting up early, I am used to it.</i></p>	<p>3.1. Vie quotidienne 2.1.3. Occupations et métiers Adverbes de fréquence <i>Once/twice/three times a...</i></p>	<p><i>Respect du schéma accentuel et du découpage prosodique en groupes de sens</i> a. Place des adverbes de fréquence Questions ouvertes en HOW + adverbe (HOW OFTEN) b. Présent simple</p>
<p>3. Domaine des repères dans l'espace et dans le temps</p> <p>3.1. Repérer dans l'espace Parler de la présence, de l'absence, du nombre, de la quantité de...</p>	<p><i>She is not in.</i> <i>She's probably gone to the butcher's.</i> <i>I will stay at the Robinsons'.</i> <i>'Do you know many people here?'</i> <i>'No, not many.'</i> // <i>'Only a few.'</i> // <i>'Yes, quite a lot.'</i> <i>'There must be a little milk left. Have a look!'</i> <i>'Yes but it's not enough for the cat.'</i> <i>'Is there any/some cake left?'</i> <i>'If there is any you'll be lucky!'</i> <i>You are too greedy.</i> <i>You sleep too much.</i> <i>You eat too many sweets.</i> <i>You drink too much Coke.</i> <i>A lot of Welsh people speak Welsh.</i> <i>Some of them speak it at home.</i> <i>Most of them study it at school.</i></p>	<p>1.2.2. Repères dans l'espace 1.2.4. Formes, dimensions et quantités</p>	<p>a. Dénombrables et indénumbrables Détermination par prélèvement (A, ONE, SOME) Quantification (HOW MUCH, HOW MANY (et leur réalisation) SOME, ANY, NO, et leurs composés (et leur réalisation), A LITTLE, A FEW, A LOT (OF), ENOUGH, TOO MUCH, TOO MANY (OF) c. THERE + BE (et leur réalisation)</p>
<p>Situer dans l'espace, indiquer une direction, décrire un changement de lieu</p>	<p><i>She must be at the baker's/at the Robinsons'.</i> <i>The pub round the corner is called The Black Swan.</i> <i>Mount Vernon is the house where Washington lived and died.</i> <i>Are you going to Sonia's?'</i></p>	<p><i>Above/along/at the top of/away/back/down/in the middle/inside/into/off the main road/on top of/opposite/out of/outside/over/round/under</i></p>	<p>a. Génitif elliptique de lieu Complémentation du nom par groupe prépositionnel de lieu c. Relatives en WHERE</p>
<p>Demander ou indiquer un itinéraire</p>	<p><i>How do you get to Hyde Park?'</i> <i>Please, can/could you tell me how to get to the British Museum?'</i></p>	<p>2.2.2. Pays et villes 2.2.3. Environnement urbain et rural</p>	<p><i>Rythme</i> a. Noms composés Détermination des noms de lieu (noms propres et noms communs)</p>

Appendix 3: Table of the Official Instructions of 2007

Mise en garde

Les listes contenues dans les tableaux des activités de communication ci-après ne constituent pas un ensemble limitatif et l'ordre de présentation n'implique ni hiérarchie ni progression. Les exemples répertoriés sont présentés les uns après les autres par souci de clarté. Il convient par ailleurs de garder à l'esprit qu'un entraînement spécifique n'implique pas pour chaque élève une progression parallèle dans chaque type d'activité de communication langagière. Les élèves peuvent en effet progresser de façon différente, privilégiant tel ou tel type d'activité à certains moments de l'apprentissage, tirant profit du temps de latence dans tel ou tel autre. Il importe, dans tous les cas, de rechercher les occasions de combiner ceux-ci entre eux au sein de tâches plus complexes.

Les exemples présentés dans la colonne des formulations ont été volontairement choisis à partir d'énoncés authentiques, afin de montrer la volonté de privilégier l'usage dans la salle de classe d'une langue la plus proche possible de celle qui est réellement parlée et écrite par les anglophones.

Ce sont seulement des exemples et ils n'ont pas d'autre valeur. Leur niveau de difficulté varie, puisque le palier 2 se décline du début de 4^{ème} générale jusqu'à la fin de 3^{ème} de section européenne. Il appartient donc au professeur d'utiliser ces exemples comme une base pour bâtir des tâches réalisables par ses élèves (cf. p. 23 du palier 1).

Le niveau de langue utilisé dépendra de la situation de communication envisagée. Le cas échéant, on aura recours à des blocs lexicalisés, comme « *It's believed to be* », qui a été choisi car il fait partie de la langue du

reportage. La compréhension du sens général dans un contexte donné l'emportera alors sur celui de chaque mot. La langue à laquelle les élèves seront exposés en compréhension sera plus complexe et plus authentique que celle attendue en production.

Pour éviter d'employer une langue trop vite démodée, la langue des jeunes, certaines expressions courantes n'ont volontairement pas été utilisées. Les professeurs pourront cependant les intégrer dans leur pratique le cas échéant.

Dans les tableaux consacrés à la production, les énoncés suggérés ne sont pas forcément émis spontanément par un élève lorsqu'ils apparaissent en entraînement ; ils sont le résultat d'un parcours d'enseignement / apprentissage qui implique l'acquisition du lexique et / ou de contenus culturels. L'élève bénéficie alors du guidage du professeur, de l'aide des autres élèves de la classe et du recours éventuel à des outils d'information tels que sites Internet, encyclopédies, magazines...

L'interaction n'a pas forcément lieu entre pairs et peut nécessiter la compréhension d'items qui ne sont pas attendus en expression. Ainsi, dans la partie concernant l'interaction orale et dans les quelques exemples d'interaction écrite, il convient de garder à l'esprit l'éventualité qu'un élève ne soit que le récepteur d'un message, qui peut être émis par une personne dont le niveau de maîtrise de la langue est supérieur au sien...

Légende des tableaux

Les éléments en gras dans les colonnes "compétence phonologique" et "liens écrit-oral" sont valables pour la colonne tout entière et donc l'ensemble du tableau.

I. RÉCEPTION

a. Compréhension de l'oral

L'élève sera capable de comprendre les points essentiels d'une intervention énoncée dans un langage clair et standard

Exemples d'interventions	Formulations	Compétences culturelle et lexicale	Compétence grammaticale	Compétence phonologique
Instructions et consignes détaillées En salle informatique	Turn on your computer/the screen. To open this file, you must enter your password. It may take a few seconds. You may have to wait. Click on the button. Don't forget to turn off the printer. Put it in <i>italics</i> /in bold.	Langue de l'informatique	Impératif MAY + BV HAVE TO + BV Quantificateurs	Repérage des segments de sens Repérage du schéma intonatif
En classe	Stop shouting, will you? Will you stop that noise / talking? Let's do that, shall we? / Let's... / Shall we...? You are not to use a dictionary. Make sure you write your name on the sheet. You are expected to do this exercise in 10 minutes. Any questions so far? Time is up! Cut out this picture and stick it in/into your copybooks. Try to take notes while listening. Write that down in your rough books. I asked you to do some research for me. I want you to tell me what you found.	Vie de classe, matériel et activités scolaires	WILL Valeur modale de BE (NOT) TO + BV WHILE + BV + -ing Interrogatives indirectes Propositions infinitives	Identification de la valeur expressive d'une intonation (surprise, indignation, joie, colère etc.) Repérage du noyau tonique Repérage des mots accentués

a. Compréhension de l'oral (suite)

Exemples d'interventions	Formulations	Compétences culturelle et lexicale	Compétence grammaticale	Compétence phonologique
En voyage scolaire	Off we go! No need to rush! Do be careful! Listen to the guide. You'd better be on time tomorrow. Never go out anywhere on your own. When you get off the bus, be careful and watch out for traffic. You should always look right before you cross the road. Mind the gap! Always keep your belongings / bags with you. Don't leave anything behind. / leave nothing behind. You'd better not leave your luggage / bags unattended.	Consignes Sécurité routière Transports en commun Consignes de sécurité	DO emphatique HAD BETTER (NOT) + BV Verbes à particules adverbiales SHOULD + BV Composés de some / any / no HAD BETTER (NOT) + BV Indénombrables Pronoms réfléchis	Réduction vocallique : Identification de la présence de formes faibles : - formes contractées des auxiliaires - déterminants - prépositions - pronoms personnels & adjectifs possessifs - conjonctions... Accentuation des postpositions et de NOT
En famille	Make yourself at home. If you need anything, just ask. Enjoy your meal!			
Informations Les media	You're listening to Radio 4 / watching CNN... Thank you so much for joining us. Here's the news Our main headlines... Damien Williams reports from... / Live from... / The latest from... We will be following Colin's trip to Cape Town. He's planning to drive through Europe next month. Visit our website at... Find out more by logging onto... If you'd like more information ... Send us your comments. E-mail us now. We'll be right back. Until then... Coming up soon/in part two...	Radios et chaînes de télévision : langue des media	FOR + V-ing Indénombrables WILL + BE + V-ing Prépositions Ø + noms géographiques BY + V-ing Indénombrables WILL + BV	
Conversations entre pairs à l'école et / ou en dehors de l'école	- [Do] you know what? / - Guess what? I got an A in Maths. - That's amazing / terrific! My test is tomorrow. - Good luck! - Our team won 3-nil yesterday! - Wow! Congratulations! - I am a friend of Sean's. Is he here at the moment? - Sorry, he's out. - OK, I'll come back later. - Just go for it. (...) - Take it easy! (...) - You must be Laura. Hannah told me all about you. I'm her grandmother. Are you having a good time in England? (...)	Systèmes de notation Compétitions sportives	Double génitif MUST + BV	Repérage de la mise en relief d'un mot. Accentuation des mots en -ion et -ic (terrific) Réalisation de « 'll » Réalisation phonique de USED TO /S/
- dans un cadre plus formel		Relations sociales		

a. Compréhension de l'oral (suite)

Exemples d'interventions	Formulations	Compétences culturelle et lexicale	Compétence grammaticale	Compétence phonologique
En famille d'accueil	<p>- Isn't she sweet? She reminds me of the young girl who used to live next door.</p> <p>- Absolutely!</p> <p>- Are you sure you don't want any more cake? If you change your mind, just let me know.</p> <p>- It's raining today. Maybe we could take them to the British Museum / National Gallery. What do you reckon? (...)</p>	Grands Musées	USED TO	Repérage du son // associé aux différentes graphies : sure, Sean, -tion
Exposés courts	<p>The universe probably started with a gigantic explosion. (...) By the 17th century, scientists realized that the Sun, not the Earth, was at the centre of the Universe.</p> <p>Unemployed people/The unemployed haven't got much to live on. In Manchester, some are being taught to train dogs by a local charity. The dogs are then given to blind people to help them in their everyday life.</p> <p>Lots of schools in England take part in fund-raising for charities. Our partner school is organising a sponsored walk next weekend. The pupils are hoping to raise money for the local hospital.</p>	<p>Science / astronomie</p> <p>Préfixe privatif <i>un-</i></p> <p>Organismes et actions humanitaires</p>	<p>Prétérit simple</p> <p>Marqueurs temporels</p> <p>Place de la préposition. Adjectifs substantivés</p> <p>Passif (BE + BEING+V-en)</p> <p>Noms composés.</p>	
Récits	<p>Last year I took part in a French exchange and while I was there, I worked for a week in a primary school. I noticed quite a lot of differences between French and English primary schools. French children tend to start a lot younger in the <i>maternelle</i>. English children don't normally start until they're 4 or 5 years old.</p> <p>Another big difference was the fact that they don't wear uniforms whereas the majority of English pupils do have to wear uniforms. Also... Not a lot of languages are taught at primary schools whereas these French children I was working with had been learning English from the age of about 6, which I thought was quite impressive.</p>	<p>Comparaison des systèmes scolaires</p> <p>Uniformes</p> <p>Enseignement des langues</p>	<p>Prétérit simple</p> <p>Marqueurs temporels</p> <p>UNTIL</p> <p>WHEREAS</p> <p>DO emphatique</p> <p>THE et <i>o</i></p> <p>Passif</p> <p>BE au passé + V-ing</p> <p>HAD BEEN + V-ing</p> <p>Subordonnées relatives</p>	Reconnaître un mot français prononcé par un anglophone
Documentaire	In May 1980 Mount St Helens erupted... In the hours after the eruption... Within weeks life began to return to the devastated landscape.	Catastrophes naturelles <i>within</i>	THE et <i>o</i> Marqueurs temporels	Accentuation des mots en -ion
Reportage	A six-metre whale has made its way up the River Thames. It's believed to be a bottle-nosed. It was spotted yesterday. Joggers and dog-walkers strained to get a glimpse of the first whale to be seen in the Thames in living memory. Experts fear the whale may be ill. It is a stressful situation for her. A rescue team has just arrived by boat.	<p><i>It's believed to be</i> (bloc lexicalisé)</p> <p>Suffixation avec -ful</p> <p>Espèces menacées</p>	<p>Noms et adjectifs composés.</p> <p>HAVE + V-en</p> <p>Formes passives.</p> <p>MAY + BV</p> <p>Implication de l'énonciateur : temps, pronom (passage de <i>it</i> à <i>her</i>, de la valeur neutre à la valeur affective)</p>	

b. Compréhension de l'écrit

L'élève sera capable de lire des textes essentiellement rédigés dans une langue courante, sur des sujets concrets ou abstraits, relatifs aux domaines qui lui sont familiers

Exemples de textes	Formulations	Compétences culturelle et lexicale	Compétence grammaticale	Lien écrit-oral
Instructions et consignes détaillées	Focus on the first paragraph. Read the whole passage carefully / several times. Underline / highlight.	Consignes pendant le cours / pendant un contrôle ...	Impératif	Prendre en compte la dimension phonologique dans une activité de lecture permet de: - prendre conscience du lien grapho-phonie : <ul style="list-style-type: none"> > les différentes réalisations de <ea> (break, read, hear)...
	Write about an incident involving Sherlock Holmes and Dr Watson. Imagine that you are Stephen. You have been at your boarding-school for half a term. Write a letter home to your mother telling her about your life. Use the information from the article and your own views in writing your own article arguing either for or against fast food. Look at the advertisement. Look at the picture above / below. Complete / do the task which follows. Tick the right answer. Fill in the grid. Circle the right answer. Justify your answer (by quoting from the text). In your own words, explain...	Les héros de la littérature anglaise, américaine, ... Les divisions de l'année scolaire YOUR OWN ... + nom Alimentation, santé et société Tâches scolaires	Titre + nom HAVE + V-en + FOR EITHER, ... OR Adverbes de lieu	
Correspondance suivie	My MSN / e-mail address is: What time are you on? We break up from school on Tuesday. Will you be on on Tuesday night? If so, can you tell me what time? Hello! You probably know my name, Anna. I'm glad you were able to read my French. Thanks for writing. I live in Kingscote, which is a tiny village about ten minutes from my school, Katharine Lady Berkeley's School. There are four in my family, my mum, my dad and my sister Lisa, who is eleven, but will be twelve when you come to England in March. Lisa and I get on very well for sisters, and some people think we look like twins! I will send you a picture of both of us and you can decide for yourself. Personally, I don't think we look anything alike, but we have the same interests. Have you ever been to England before? I went to France 5 years ago! I am really looking forward to meeting you in March, and I can't wait to go shopping with you!!! By the way, we have a French foreign exchange student whose name is Nicolas. I was wondering how long you have been taking English.	Nouveaux modes de communication Vacances scolaires Angleterre La famille get on both look like / alike look forward to + V-ING can't wait to + BV Échanges scolaires	Prépositions BE ABLE TO au prétérit. Subordonnées relatives WHEN + présent Quantificateurs Pronoms personnels compléments et réfléchis HAVE BEEN TO / GONE Present perfect / preterit simple WHOSE + nom BE au passé + V-ing	- Segmenter un énoncé (on/on) - prendre conscience des régularités de la langue écrite / orale : <ul style="list-style-type: none"> > influence du <e> sur la voyelle précédente (time, life, Kingscote) ; > allongement de la voyelle suivie d'un <r> (boarding, circle, March) ; > lettres muettes (half, Holmes, answer, know) ; > <wh> (whole, whose)... > <h> initial (half, Holmes, home)

M. for Mystery



Lessons 1 and 2	p. 34
• raconter des événements du passé	
• interroger sur le but	
Guided Tour	p. 38
À la découverte de quelques "classiques" de "Mystery Fiction"	
Strategies	p. 42
Enrichir son vocabulaire	
Fun page	p. 43
"What makes a good private eye?"	
Exercices	p. 44

FILE 3

Test 3

1. Listen and learn

Mystery writers. A quiz



Edgar Allan Poe
1809-1849



Agatha Christie
1891-1976



Arthur Conan Doyle
1859-1930

a. Speak about these three writers of mystery fiction.

Agatha Christie: English - about 70 detective stories

Edgar Allan Poe: American - detective and horror stories, poems

Arthur Conan Doyle: Scottish - the creator of Sherlock Holmes

b. Discover three short texts about them. Be logical!

1. a) d)

2. b) e)

3. c) f)

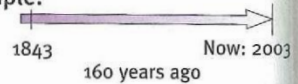
c. Listen to the texts and check! Then give your answers.

d. Are you good at maths? Complete these sentences, using this example:

Agatha Christie died in 1976, ... ago.

Edgar Allen Poe died in 1849, ...

Arthur Conan Doyle died in 1930, ...



e. Listen to a quiz about these three writers and answer as quickly as possible!

2. Practise speaking

a. Use the prompts below to ask and answer questions:

You: When/How long ago did J. K. Rowling write the first Harry Potter book?

Class: In .../... years ago, I think/I guess.

• J. K. Rowling
• write / the first Harry Potter book

• Sir Alexander Fleming
• discover / penicillin

• Neil Armstrong
• walk on the moon

• France
• give / the Statue of Liberty to the USA

• Thomas Edison
• invent / the electric light bulb

- 1878 / ... years ago
- 1886 / ... years ago
- 1928 / ... years ago
- 1969 / ... years ago
- 1997 / ... years ago

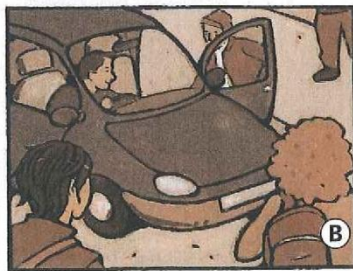
b. Ask your teacher and check your answers!

3. Go forward

Frank is a dealer!



- Look at the pictures and predict what the story is about, then listen to part one of the dialogue and check.
- Do the tasks on worksheet 1 (p. 33).



MEMO

- Hercule Poirot first appeared in 1920, more than eighty years ago.
- How long ago did Poe write the first detective story?
- Did he only write detective stories?
- Who created Sherlock Holmes?
- I heard them speak about money.
- Did you see him get into a stranger's car?

THINK

1. Le prétérit simple.
2. Le prétérit simple + ago.
3. Questions au prétérit simple
4. See / hear + V.

Exercices : p. 34.

RHYTHM'N SOUNDS

Prononciation de -ed.

Exercices : p. 36.

EXERCISES

Lesson 1

1 Recopie ces phrases dans le bon ordre.

- a) night / Jenny / the / last / went / cinema / to / .
- b) died / ago / more / Agatha Christie / than / years / twenty-five / .
- c) first / wrote / detective / Who / story / the / ?
- d) sometimes / you / mystery / read / stories / Do / ?
- e) long / write / J. K. Rowling / first / How / book / Harry Potter / ago / did / the / ?

2 Pose les questions qui te permettraient d'obtenir les renseignements soulignés.

- a) Keith and Liam played rugby last night.
- b) Darlen went to the school Hallowe'en party with her new boyfriend.
- c) Our French teacher broke his leg last weekend.
- d) I read my first mystery book three years ago.
- e) Josh moved to London four months ago.

3 Remplace les mots soulignés par un pronom sujet ou complément.

- a) Kate saw Frank take an envelope from a stranger and Kate saw Frank give the envelope to another boy.
- b) Kate told Bryan and Josh about Frank.
- c) Bryan and Josh laughed at Kate.

4 Utilise *see, hear, get, be, say, ask*. Choisis le Prétérit ou la base verbale. Sois logique !

- Where's Liam?
- I ... him ... into a stranger's car two hours ago!
- And I ... him in the school bus. He ... next to a big boy from 7B. I ... him ... the word "stamp" and then I ... the other boy ... for the price.

5 Traduis.

- a) J'ai écrit mon premier poème il y a deux ans.
- b) Quand as-tu perdu ton sac ?
- c) Où a-t-elle rencontré son petit ami ?
- d) Il y a combien de temps que tu as acheté ton vélo ?
- e) Je l'ai vu prendre un bus il y a deux heures.

Write!

Write a short story where you are the hero! First, find some ideas for your story: where? what time? who with? what?... Then make a list of all the words you need.

You can start your story like this:

Do you know what happened to me last night? I was ...

Speak!

Choose a crime, and then prepare the police interrogation to find the culprit. Practise the dialogue with your partner, and then act it out in front of the class; take it in turns to be the detective and the suspect.

Lesson 2

1 Recopie cette histoire en choisissant le Prétérit *Be + V-ing* ou le Prétérit simple.

Do you know what (happen) to me last night? I (have) a nice cup of tea in bed when the lights (go out). I (jump) out of bed in my pyjamas and (run) to the telephone. I (look for) the telephone book in the dark when I (hear) a horrible scream. It (be) the neighbour's voice...

2 Recopie ces deux conversations en choisissant le Prétérit *Be + V-ing* ou le Prétérit simple.

- a) - What time ... (you - come) home last night?
- II. Why?
- It wasn't II. It was half past one! I know! I (surf) the Internet when (you - come home).
- b) - Good morning, Miss. (you - hear) any noise yesterday at about 10?
- No. Why?
- Well, someone (steal) your neighbour's car.
- Sorry, I can't help you. I (watch) television!

3 Un hold-up a eu lieu. Rédige les questions correspondant aux informations manquantes :

- a) When I saw the man, he was standing ...
- b) I saw two men! They were wearing ...
- c) When the hold-up took place, I was walking to the cinema with ...
- d) When they came into the bank, it was ... o'clock sharp.
- e) I ... when I saw two men in a sports car, wearing masks.
- f) I took a torch to ...

4 Traduis l'histoire suivante :

Hier, j'ai vu deux hommes entrer dans une banque. Ils portaient des masques. J'ai appelé la police mais quand ils arrivèrent, les hommes donnaient des bonbons aux enfants... C'était le carnaval !

5 C. Le Prétérit simple

1. Un peu de mécanique

• Le Prétérit simple s'obtient à partir de la base verbale à laquelle on ajoute la terminaison **-ed** ou **-d** pour la majorité des verbes :

arrive → arrived /d/
play → played /d/
happen → happened /d/
kiss → kissed /t/
ask → asked /t/
wash → washed /t/
want → wanted /d/

• Un petit nombre de verbes – mais ce sont eux qu'on utilise le plus souvent – sont des verbes dits "irréguliers". (voir liste pages 168-169)

a. Énoncés affirmatifs

I played football last night.
My brother missed his bus yesterday morning.

b. Énoncés négatifs

My sister **did not** phone.
The neighbours **did not** see me.

Prononciation : **did + not** est la plupart du temps réduit à **didn't** /dɪdnt/

c. Énoncés interrogatifs/réponses brèves

Yes/no questions

Did you play in the garden? (I **did**. / I **didn't**.)
Did Josh watch TV? (He **did**. / He **didn't**.)

Wh- questions

- Where **did** he play?
- He played in the garden.

- When **did** we go to London ?
- Last year.

- What **did** they watch last night?
- They watched a film on BBC2.

2. Emploi

a. Celui qui parle – l'énonciateur – renseigne son interlocuteur à propos de ce qui a eu lieu avant, dans le passé. Il y a un décalage entre le moment où il parle et le moment où les choses ont eu lieu. Ce qui compte, c'est l'information.

- Sir Arthur Conan Doyle created Sherlock Holmes in 1887.

- Three days ago... he **was** on his mobile and I **heard** him ask for the price...
- **Did** you hear him say the word drugs?

- So, what **did** you do?
- I **went** back into the hall to get a torch.

- So, what **happened**?
- He **fell** into the water and **hit** his head on a rock.

6 ago : compagnon de route du Prétérit

En français : J'ai reçu ta lettre **il y a 2 semaines**.
En anglais : I received your letter **2 weeks ago**.

ago se place **après** l'indication de temps exprimée sous la forme de **temps mesuré** :

a hundred and fifty years ago
5 years ago
a month ago
2 minutes ago

- **How long ago did** you phone the doctor?
(Il y a combien de temps que ...?)
- (I phoned him) 20 minutes ago.

7 b. Le Prétérit est aussi employé pour envisager une situation en décalage par rapport à la réalité des faits présents.

- If I **played** in a sitcom I **would become** rich and famous. (Si je jouais .../ je deviendrais...)
- What if you **sent** them a tape? You **might** be selected. (Et si tu leur envoyais...)
- She **would have** a heart attack if I **told** her I wanted to be an actress. (... si je lui disais que je voulais...)

Compare :

If I **play** in a sitcom... / If I **played** in a sitcom...
- If I **play**: simple hypothèse dont il est question pour la première fois ;
- If I **played**: celui qui parle indique que cette hypothèse a déjà été envisagée.
Voir 25

Remarque :

Dans cet emploi du Prétérit, la conjugaison de **be** peut faire appel à **were** pour **toutes les personnes** :

If I was/were you ... (si j'étais toi) ...
If he was/were a good actor ...
(s'il était bon acteur...)

1 Prétérit simple (Précis p. 141 ⑤) *forme affirmative. régulier/irrégulier*

Le Prétérit simple est employé pour raconter des événements passés. Le **décalage temporel** entre les événements dont on parle et le moment où l'on parle peut être de quelques secondes ou de quelques millénaires !

ATTENTION : PIÈGE !

He wrote his first poem five years ago. : Il a écrit son premier poème il y a cinq ans.

He died twenty-five years ago. : Il est mort il y a vingt-cinq ans.

En français courant, pour évoquer le passé, on a recours à **avoir** (au présent) + **participe passé** ou à **être** (au présent) + **participe passé**.

En anglais, la conjugaison Prétérit emploie le **verbe seul** (régulier ou irrégulier).

Complète :

Peter *to his cousin two weeks ago.* → Pierre a écrit à sa cousine il y a deux semaines.

His cat *three months ago.* → Son chat est mort il y a trois mois.

Souviens-toi que le Passé composé français peut être un piège grammatical quand on apprend l'anglais.

2 Prétérit simple + ago /ə'gəʊ/ (Précis p. 141 ⑥)

Laquelle de ces deux phrases traduites en anglais utilise *ago* ? a) b)

Énoncé en français	Traduction
a) Josh est arrivé à Londres il y a six mois.	
b) Il y a un chat sous la table.	

Quand *ago* est dans un énoncé, une chose est sûre, on parle toujours du passé.

Donc on utilise toujours le

Où se place *ago* ? l'expression de temps.

Remarque pour les élèves qui font de l'italien : en italien, *ago* a un cousin → "*fa*".

Exemple : *tre anni fa* → *three years ago*.

Quel mot interrogatif utilise-t-on dans la question suivante ?

– did Josh arrive in London?

– Six months ago.

lemon

Activité des élèves

3 Questions au prétérit simple (Précis p. 141 ⑤)

a. Yes/No questions

Forme interrogative.

Place cette question dans le tableau : *Did he invent penicillin?*

opérateur	sujet	groupe verbal

b. WH- questions

Place cette question dans le tableau : *How long ago did she write her first book?*

mot interrogatif	opérateur	sujet	groupe verbal

ATTENTION : PIÈGE !

??? invented penicillin. → **Who** invented penicillin?

??? died in 1976. → **Who** died in 1976?

Forme négative ?

Ordre des mots des questions qui portent sur le sujet :

..... +

Quelle est la grande différence avec toutes les autres questions au Prétérit ?

.....

4 See / hear + V. (Précis p. 153 ③⑤)

Observe cet exemple :

Je les ai vus prendre un taxi. I saw them take a taxi.

V1 V2 V1 V2

Quelle est la différence entre le français et l'anglais en ce qui concerne l'ordre des mots ?

En français :

En anglais :

Maintenant traduis la phrase suivante :

J'ai vu Pierre prendre l'autobus.

.....

Que remarques-tu ?

.....

.....

.....

Appendix 5 : Extract from the textbook Good News 4^{ème}



CHAPTER 2
**Let's
communicate!**



28
36
31

32
34
37
37
39

LESSON 2

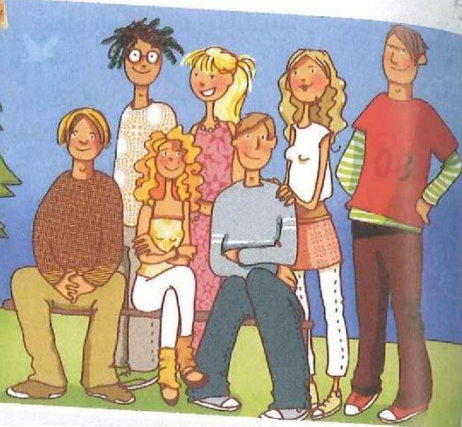
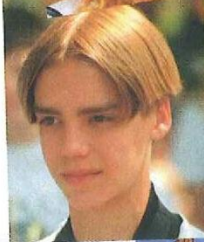
What's new?

- ❑ Demander et donner des nouvelles par téléphone.
- ❑ Découvrir comment naviguer sur un site web en anglais.

1 Read and speak

   (WB p. 22)

1. Find out why Pat is sending an email to Steve.
2. Find three words in Pat's email that are related to computers and the Internet.



From _____
To _____
Subject _____
Attached _____

Hi Steve,
How are you? How's school? Hope you're well. I've attached a photo of us taken at the camp. Hope you like it.
Why don't you give me a call one day? We can chat online, but it would be nicer to hear your voice. I know phoning is expensive, but I'll soon have a webcam with a mike, so we can hear and see each other at the same time!
I'm free on Sunday evening (that's Sunday morning for you!), so give me a ring about 10am your time if you can. I can't wait to hear your news!
Love,
Pat

2 Listen and understand

   (WB p. 23)

1. Listen and find out who is phoning who.
2. Find some phrases for beginning and ending a phone call.
3. Put the pictures in the right order and take notes.



SYDNEY _____ DELAYED
EDINBURGH _____ ON TIME



3 Speak



Call your best friend after the holidays and ask about how he/she spent the summer.

- Where/When did you...
- Were you...
- Did you...



4 Listen and understand

   (WB p. 24)

1. Listen and find out about Tim and Sean.
2. Describe Tim's feelings.

5 Listen and understand

   (WB p. 26)

Listen to Amanda and Morgan.
What do they use their computers for?



Amanda



Morgan

6 Read and speak

   (WB p. 26)

Explain how to find information on the website.

The screenshot shows a web browser window with the following elements labeled:

- back**: The left arrow button in the browser toolbar.
- refresh**: The circular arrow button in the browser toolbar.
- add to favorites**: The plus sign button in the browser toolbar.
- site address**: The address bar containing "http://www.tate_mod.com".
- menu**: The navigation menu with items: Home, Contact, Support us, Email Bulletins, Tickets, Shop Online.
- slider**: A vertical pink bar on the right side of the "What's on" section.
- toolbar**: The entire browser toolbar area.
- homepage**: The main content area of the website.

The website content includes:

- TATE MODERN** logo.
- Tate Modern International modern and contemporary art** section with contact details: Bankside, London SE1 9TG, 020 7887 8888, Open 10.00-18.00, Saturday 10.00-22.00, Last admission 17.15, Saturday 21.15.
- About Tate Modern** section with sub-items: The building, History.
- Explore Tate Modern** section with sub-items: Visiting Tate Modern (How to get there, Access & Facilities), Group Visits (Multimedia Tour, School Visits, Family Visits), Eating & Drinking.
- What's on** section with sub-items: Free Collection Displays, Special exhibitions, Live events & film (Film, Music & performance), Events.



Words & expressions

- click on (v.) = cliquer sur
 - Hold on, please. = Ne quittez pas, s'il vous plaît.
 - lose (lost, lost) = perdre
 - on time = à l'heure
 - scroll up/down = faire dérouler
 - send (sent, sent) (v.) = envoyer
 - Speak (to you) soon. = À bientôt (au téléphone).
 - Take care! = Au revoir! (litt. : Prends soin de toi !)
 - Thanks for calling. = Merci d'avoir appelé.
 - This is... = Ici...
- Exercices p. 40

Grammaire

Observe et réfléchis
(WB p. 24, 25)
Exercices p. 41

Checklist

- Sais-tu parler d'événements passés?
Was/were... ? Did... ? What/Where/When did... ?
 le prétérit (PG p. 9)
- Sais-tu dire ce que quelqu'un fait en ce moment ?
"She's watching TV"
 le présent en be + V-ing (PG p. 7)

Grammaire

LESSON 1

Sais-tu demander à quoi sert un objet ?

1. Complète les phrases par un mot interrogatif et, si nécessaire, par une préposition. Puis, réponds aux questions. ★★

- is the red key
- do you switch on your new laptop?
- do you get a capital letter?
- is the big key at the bottom called?
- do you press the spacebar

Sais-tu décrire les étapes d'une manipulation ?

2. Voici une notice explicative pour télécharger (download) un fichier sur un ordinateur. Mets ces opérations dans l'ordre, et ajoute les mots suivants: *next, then, finally, first*. ★★

- ... in the next window, choose *Desktop* > *Save*
- ... select the file you want to install.
- ... in the *File Download* window, click *Save*.
- ... on the next page, click *Accept and Download*.

3. Traduis. ★★

- Comment allumes-tu ton téléphone portable ?
- A quoi sert la touche *Enter* ?
- Comment s'appelle la touche majuscule ?
- Où est mon tapis de souris ?
- As-tu un ordinateur de bureau ou un portable ?

LESSON 2

Sais-tu dire de ce quelqu'un fait en ce moment ?

1. Complète les phrases. ★

- I don't believe it! Today is Sunday and Peter (not watch) the football match.
- Sorry, I must hang up; my brother (wait) for me. We (go) to the cinema with our cousins.
- Don't make such a noise. The baby (sleep).
- Listen! Maureen (play) the piano (play).
- Don't disturb me! I (do) my homework.

Sais-tu parler d'événements passés ?

2. Réponds aux questions. ★

- How was your flight? (long and boring)
- What did you do on the plane? (sleep)
- How did Janet get home? (take a plane from London to Edinburgh)
- What did you do yesterday? (go to the baseball match)

3. Pose une question sur l'élément en caractères gras, puis pose deux questions à ton professeur sur ses vacances. ★

- Steve went to a **holiday camp** last summer.
- His journey home was **very boring**.
- Janet was with him on the first flight.

LESSON 4

Sais-tu parler du passé d'une ville ou d'une région ?

1. Complète avec *the* ou \emptyset (« article zéro »). ★★

- ... Gold Rush brought thousands of people to ... California.
- The most spectacular bridge in ... world is ... Golden Gate Bridge.
- ... American-Mexican war brought California to ... United States.
- ... Internet grew in ... Silicon Valley.

2. Complète ces phrases en utilisant le prétérit des verbes. ★★

- First they (build) a military fort in Yerba Buena.
- The city (become) a centre of International trade.
- The dot-com boom (bring) high-tech companies to the area.
- Hundreds of high-tech companies (come) to Silicon Valley in the 1990s.
- The population (grow) during the Gold Rush.
- Queen Elisabeth (send) her first email in 1976.

LESSON 5

Sais-tu partager tes goûts avec quelqu'un ?

1. Compare les goûts de Tim, Sean et Sharon en utilisant *too, so, neither*. ★★

	Tim	Sean	Sharon
😊	football strawberries geography	strawberries fish geography	football fish history
☹	cricket potatoes maths	potatoes cricket history	football dessins maths

Sais-tu situer des événements dans le passé ?

2. Complète les phrases par les mots entre parenthèses. Choisis le temps qui convient. ★★

- Pat's mother (call) her because Sharon (be) on the phone.
- Pat (read) when her mother (call) her.
- Sharon (look) at some photos about the camp when she (get) a mail from Tim.
- He (send) her more pictures so now she has got a lot.

- Lorsque la base verbale se termine par une seule voyelle et une seule consonne, la consonne se double :

get → *getting*
run → *running*

forme affirmative	
forme pleine	forme contractée
<i>I am playing</i>	<i>I'm playing</i>
<i>you are playing</i>	<i>you're playing</i>
<i>he</i> <i>is playing</i>	<i>he</i> <i>'s playing</i>
<i>she</i> <i>is playing</i>	<i>she</i> <i>'s playing</i>
<i>it</i> <i>is playing</i>	<i>it</i> <i>'s playing</i>
<i>we are playing</i>	<i>we're playing</i>
<i>they are playing</i>	<i>they're playing</i>

forme interrogative	
<i>Am I playing...?</i>	
<i>Are you playing...?</i>	
<i>Is</i> <i>he</i> <i>playing...?</i>	
<i>Is</i> <i>she</i> <i>playing...?</i>	
<i>Is</i> <i>it</i> <i>playing...?</i>	
<i>Are we playing...?</i>	
<i>Are they playing...?</i>	

forme négative	
forme pleine	
<i>I am not playing</i>	
<i>you are not playing</i>	
<i>he</i> <i>is not playing</i>	
<i>she</i> <i>is not playing</i>	
<i>it</i> <i>is not playing</i>	
<i>we are not playing</i>	
<i>they are not playing</i>	

forme négative	
forme contractée	
<i>I'm not playing</i>	
<i>you're not/you aren't playing</i>	
<i>he</i> <i>'s not playing</i>	<i>/he</i> <i>isn't playing</i>
<i>she</i> <i>'s not playing</i>	<i>/she</i> <i>isn't playing</i>
<i>it</i> <i>'s not playing</i>	<i>/it</i> <i>isn't playing</i>
<i>we're not/we aren't playing</i>	
<i>they're not/they aren't playing</i>	

→ L'emploi

- On emploie le présent en *be + V-ing* pour :
 – parler de ce que l'on voit à l'instant où l'on parle, comme un « arrêt sur image » :

Oh no! It's raining.
 Ah non ! Il pleut !

- faire un commentaire sur une action en cours de déroulement :

He's in the sitting-room.

He's reading a book.

Il est dans le salon.

Il lit un livre (en ce moment).

She's playing tennis in the garden..

Elle joue au tennis dans le jardin

(en ce moment).

- Pour interroger quelqu'un sur ce qu'il fait « en ce moment », on dit :

What are you doing?

Qu'est-ce que tu fais ?

- On trouve souvent la forme *be + V-ing* après *Look!* et *Listen!* Celui qui parle est le témoin visuel ou auditif de ce qu'il dit :

Look! he's getting out of his car

Regarde ! Il sort de sa voiture..

Listen! My sister's singing.

Écoute ! Ma sœur est en train de chanter.

- *Be + V-ing* sert aussi pour exprimer une prise de position claire et nette :

You're not going to school.

You're staying at home.

Il n'est pas question que tu ailles à l'école.

Tu restes à la maison.

8 Le prétérit

→ Le prétérit simple des verbes réguliers

- À la forme affirmative, on ajoute le marqueur *-ed* ou *-d* à la base verbales :

I watched the film and I really liked it.

forme affirmative	
<i>I/you</i>	<i>played</i>
<i>he/she/it</i>	
<i>we/you/they</i>	

- Le *-ed* s'entend toujours. Il se prononce de trois façons différentes :

played [d]

talked [t]

invited [ɪd]

- Aux formes négative et interrogative, c'est l'auxiliaire qui porte la marque du prétérit: *did* est le prétérit de l'auxiliaire *do / does*:

"*Did you have a good time?*"

"*Yes, I did. / No, I didn't.*"

– Est-ce que tu t'es bien amusé ?

– Oui. / Non.

When did you arrive?

– Quand es-tu arrivé ?

I did not / didn't like the film.

– Le film ne m'a pas plu.

forme interrogative	
<i>Did</i>	<i>I/you he/she/it we/you/they</i> <i>play</i>
forme interrogative	
forme pleine	
<i>I/you he/she/it we/you/they</i>	<i>did not play</i>
forme contractée	
<i>I/you he/she/it we/you/they</i>	<i>didn't play</i>

→ Le prétérit simple des verbes irréguliers

- Certains verbes ont des prétérits (et/ou des participes passés) irréguliers; on les appelle des verbes irréguliers (voir la liste de ces verbes, PG p. 30). Exemples:

buy → *bought*

catch → *caught*

come → *came*

do → *did*

give → *gave*

go → *went*

have → *had*

hear → *heard*

make → *made*

ride → *rode*

say → *said*

sell → *sold*

wake up → *woke up*

write → *wrote*

- Aux formes négative et interrogative, ils fonctionnent avec l'auxiliaire *did*, comme les verbes réguliers:

What time did you come home?

À quelle heure es-tu rentré ?

I didn't come home very early.

I came home at 9.

Je ne suis pas rentré très tôt.

Je suis rentré à 9 heures.

→ Emploi du prétérit simple

- C'est une forme verbale qui indique que le moment dont il est question fait partie du passé. C'est fini. C'est pourquoi le prétérit est souvent accompagné d'un marqueur de temps:

We flew over New York at 6 o'clock.

Last year I was in Year 7.

→ Les repères temporels du passé

- Ce sont des adverbess ou des compléments circonstanciels qui situent un événement dans le passé. Ils en précisent le moment:

When?

last weekend

in 1960

yesterday

Quand ?

le weekend dernier

en 1960

hier

- Ago permet de préciser le recul, la distance dans le temps:

How long ago?

Il y a combien de temps ?

four years ago

il y a quatre ans

a long time ago

il y a longtemps

- Parfois le repère temporel est implicite:

Marilyn Monroe was an actress.

Marilyn Monroe était actrice.

(Celui qui parle sait qu'elle est morte.)

→ Le prétérit en *be + V-ing*

- Seul *be* se conjugue et porte la marque du prétérit. On accroche *-ing* à la base verbale (V).

- On emploie le prétérit en *be + V-ing* pour parler d'un événement passé dans son déroulement:

I was walking past the house.

Je passais devant la maison.

ou pour faire un « arrêt sur image » :

"*What were you doing at 8 o'clock?*"

"*I was having breakfast.*"

– Que faisais-tu à 8 heures ?

– Je prenais mon petit-déjeuner.

Il correspond souvent à l'imparfait en français.

3c. Listen again. Notice the tense Pat and Steve use, and complete their conversation.

Steve: _____ you _____ a good journey home?

Pat: It _____ OK but the plane from London to Sydney _____ late. I _____
_____ 4 hours at London Airport! I _____ really tired and it _____ so
boring. Nobody to talk to.

Steve: Where _____ Janet? _____ she with you?

Pat: Yes, we _____ on the flight to London together. But then she _____ lucky.
Her flight from London to Edinburgh _____ on time.

Steve: What about the others?

Pat: Well, Tim _____ me a mail yesterday.

Steve: Oh yeah?

Pat: He's captain of the school baseball team this term.

Steve: Good for him. When _____ you _____ back to school?

Pat: Last Monday. The first week _____ awful. I _____ my French textbook on
the second day, so I _____ my French homework. The teacher
_____ really annoyed with me.

Observe et réfléchis

Sais-tu parler d'événements passés ?

Relis le dialogue (activité 3c ci-dessus). Réponds aux questions suivantes et complète les phrases.

1. Pour poser sa première question, Steve utilise _____ parce qu'il parle du _____
2. Pour répondre, Pat utilise " _____ " C'est le prétérit de _____
2. Lorsque Pat dit: *I _____ for four hours*, elle utilise le prétérit d'un verbe
_____. Lorsqu'elle dit: *I _____ my French textbook*, elle utilise le prétérit
d'un verbe _____
3. Relève deux verbes irréguliers à la forme affirmative : _____
4. Relève un prétérit à la **forme interro-négative** : _____

Conclusion

Pour parler d'actions ou d'événements passés n'ayant aucun lien avec le présent,
on emploie le _____

Le prétérit des verbes réguliers se forme en ajoutant le suffixe _____ ou _____
à la base verbale.

Unit 2



21st Century London



ACTION 1 - Faire le compte rendu d'une visite à Londres.

ACTION 2 - Raconter un événement musical ou sportif.

ACTION 3 - Préparer une brochure sur Covent Garden ou un lieu de ton choix à Londres.

PROJET Préparer une exposition sur « Londres aujourd'hui » pour l'afficher dans la classe ou au collège.

Unit 2

Lesson

1

Mes objectifs:

- Identifier le sujet d'une discussion si les locuteurs parlent lentement et distinctement.
- Repérer les mots importants relatifs à des lieux connus de Londres.
- Comprendre une conversation qui porte sur des lieux de Londres.

1 Quiz Time



London: say as much as you can. You can use the picture on page 23.

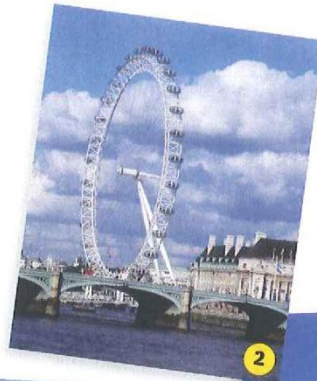
2 Get ready



- Listen and repeat.
- Look at each picture and try to find out where it is.
- Listen again and do the activities in your workbook.



1



2



3



4

3 Guess what



Look at the picture and say what you can.



HelpBox

- Listen and identify the type of document.
- Identify the number of people.
- Identify the names (people and places)
- Identify the tone(s) of voice.

4 Listen and try to understand



Track 9

Use the helpbox and do the activities in your workbook.

Report on our friends' visit to London.

A. Build up your vocabulary

Track 10

abbey bus station cathedral concert hall market museum palace
shopping centre stadium swimming pool theatre tower tube station

1. Make sure you know how to pronounce these words.
2. Listen to the recording and repeat.
3. Do the activities in your workbook.

Vocabulary Toolbox

Time	Actions
first	(to) see
then	(to) return
after	(to) go to
finally	(to) walk to
	(to) listen to
	(to) look at

B. Practise your grammar

Fiona visited London a few years ago. These are the pictures she took. Say where she went and what she did.



Preterite

She visited... .

Did she visit...? .

She **did not** visit... .

She **went** to... .

Did she go to...? .

She **did not** go to... .

Pronunciation

visited	[ɪd]
looked	[t]
listened	[d]

C. Action 1

1. Work in teams. Ask the other group questions. Find out what places our friends visited. Then answer the other group's questions.
2. Locate the different places on the map.
3. Imagine and trace their itinerary on the map.
4. Report on their visit.



Le prétérit

Observe : *Fiona visited Westminster Abbey two years ago but she **didn't** go to the Tate Gallery. She **went** there last year.*

• Tu remarques qu'il y a des marqueurs du passé : ici **two years ago** et **last year**. En anglais, on utilise le prétérit pour exprimer le passé. Pour les verbes réguliers (dont la base verbale ne se termine pas par -e), on ajoute la terminaison **-ed**.

• Pour les verbes irréguliers, tu dois connaître la forme par cœur.

Ex : *go* → *went* / *buy* → *bought*...

À la forme négative et à la forme interrogative, c'est l'opérateur **do** qui porte la marque du prétérit.

Ex : *Did you visit Windsor?*

Ex : *I **did not** visit the British Museum.*

Exercice 1 • Lesson 1

A. Tu sais maintenant parler d'événements passés. Complète le texte suivant en conjuguant les verbes entre parenthèses. Attention aux verbes irréguliers !

Three weeks ago we (take) the Eurostar to go to London. We (travel) for three hours. I (like) it a lot. We (see) a lot of different places because we (go) on a sightseeing tour. We also (visit) the London and Transport Museum, but we (not go) to the Tower of London. We (not buy) a lot of souvenirs.

B. Lis les réponses faites par Fiona et imagine les questions que ses amis lui ont posées.

1. ... ? I went there *two years ago*.
2. ... ? I went there *with my parents*.
3. ... ? We stayed there *for one week*.
4. ... ? We stayed in *a nice hotel not very far from Waterloo Station*.
5. ... ? I liked it *a lot* because everything we did was great.

Exercice 2 • Lesson 2

Complète les phrases suivantes avec **was** ou **were**.

1. There ... a big concert at the Royal Albert Hall yesterday evening.
2. There ... so many tourists queuing outside the Tower of London that we gave up.
3. There ... a great number of video games at Hamleys.
4. There ... a lot of jugglers on the Covent Garden piazza.
5. There ... a fantastic match at Wembley Stadium last week.

ATTENTION à la conjugaison de **be** au prétérit : **was** (quand le sujet est singulier) et **were** (quand le sujet est pluriel).
Ex : *Mathew and Samir **were** in a shop but Molly **was** in the street.*

Le superlatif

Cette forme permet de distinguer une personne ou un objet dans un groupe comprenant au moins trois éléments. Le superlatif marque une sorte de record.

• S'il s'agit d'un adjectif court (une syllabe) : **the** + adj + terminaison **-est**.

Ex : *Covent Garden was **the largest** fruit market in England.*

• S'il s'agit d'un adjectif long (deux syllabes et plus) : **the most** + adj.

Ex : *Covent Garden is one of **the most** popular places in London.*

• S'il s'agit d'un adjectif de 2 syllabes se terminant par y : **the** + adj + terminaison **-iest**.

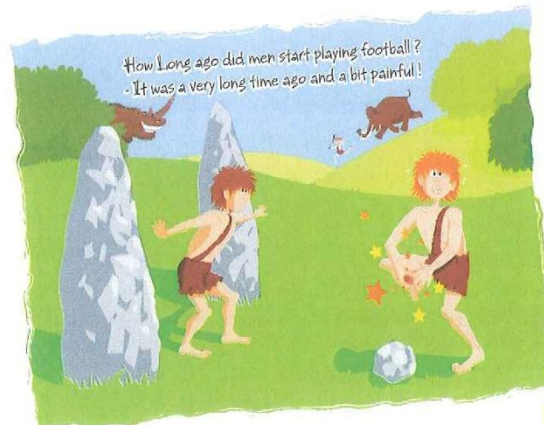
Ex : *Travelling by tube is **the easiest** way to get around London.*

ATTENTION !
good / well → *the best*
bad → *the worst*

Exercice 3 • Lesson 3

Tu sais maintenant parler de records. Complète les phrases ci-dessous en mettant l'adjectif entre parenthèses au superlatif :

1. The Swiss Re-tower is (strange) building in London.
2. The Tower of London is one of (old) places of interest.
3. Big Ben is (well-known) monument in London.
4. Covent Garden is (famous) market in London.
5. Standing in the rain for hours to see the Jewels of the Crown is (bad) thing to do.
6. Go straight on, then turn left in Oxford Street, that's (easy) way to go to Marble Arch.
7. A picnic in Saint James's Park is (good) idea of all.



Le passé


Il est aussi appelé « prétérit ». Il est utilisé pour situer une action ou un fait dans le passé. Il est souvent accompagné d'un **marqueur de temps** (*yesterday, in 1996, last week, two weeks ago...*). C'est aussi le temps de la narration, celui que l'on utilise pour raconter les histoires.

Le prétérit simple (ou *Simple Past*)

On le forme en ajoutant **-ed** ou **-d** à la base verbale lorsqu'il s'agit d'un verbe régulier.

Ex: He **arrived** at 10 o'clock.

Yesterday we **played** the guitar at school.

 **Attention** à la prononciation de la terminaison **-ed** !

Ex: She **visited** San Francisco. [id]
They **finished** yesterday. [t]
I **lived** in this street. [d]

visited	[id]
looked	[t]
listened	[d]

 **Attention** aux verbes irréguliers ! Il faut les apprendre par cœur (voir p. 144) !
Ex: I **went** to South Africa last year.

Forme interrogative : **did** + sujet + verbe

Ex: **Did** you **see** him last night?

Forme négative : sujet + **did** + **not** + verbe

Ex: John **did not** find the book.
John **didn't** find the book

Le prétérit **be** + **V-ing**

Il sert à décrire une action passée. Il insiste sur les circonstances de l'action. Il est souvent accompagné du prétérit simple.

On le forme avec : **be** au prétérit + verbe + **-ing**

Ex: He **was playing** tennis when it **started** to rain.

L'expression du futur

Il n'y a pas de temps grammatical futur en anglais, mais il y a plusieurs façons d'exprimer le futur.

Avec le modal **will**

Cela permet de prédire un événement dans l'avenir de façon assez neutre.

Ex: They **will** call you back when they are home.

Tu remarques dans l'exemple ci-dessus que la subordonnée de temps introduite par **when** ne porte pas la marque du futur.

Avec **be** + **going to** + **V**

On utilise cette forme quand l'action est déjà décidée. On marque alors clairement son intention.

Ex: I **'m going to** watch TV now.

On l'utilise aussi quand on pense que quelque chose va arriver. On en connaît la cause.

Ex: Look at those clouds. It **'s going to** rain.

Avec **be** + **V-ing**

On indique alors une action déjà envisagée, connue.

Ex: We **are meeting** him at 7 o'clock tomorrow.

2. Maintenant, écoute la première partie du dialogue et note le maximum de mots accentués.

Saturday - London - enjoy (ed) - time - different - Buckingham - Palace -
Westminster Abbey - Big Ben - Houses of Parliament - don't know - everything new

C. Organise your notes.

Activities	Place	Other
saw - visited - listened - looked	London Buckingham Big Ben Houses of Parliament	Sinead doesn't know

D. Use your notes and write down what you understand so far.

They have a conversation about what they are going to do on Saturday. They want to go
to London. Caitlin saw Buckingham Palace, Big Ben and the Houses of Parliament
last time she came. Sinead does not know anything about London.

Part 2

Do the same as for Part 1 (B, C), then write down what you understand so far.



Think about grammar!

Le Prétérit

1. **Observe** les phrases suivantes prononcées par Fiona :

- a. We visited Westminster Abbey.
- b. We listened to Big Ben.
- c. We looked at the Houses of Parliament.

- Parle-t-elle d'évènements passés, présents, futurs ?

- Comment le sais-tu ? Quel élément de la phrase te permet de le dire ? **le verbe**

- **Peux-tu conclure ?**

Les lettres **-ed** sont donc la marque du **passé** (pour les verbes réguliers).

2. **Observe** la phrase ci-dessous :

We saw the Changing of the Guards at Buckingham Palace.

- Fiona parle-t-elle d'évènements passés, présents ou futurs ?

- **Pourquoi** n'a-t-elle pas ajouté les mêmes lettres au verbe que dans les phrases 1 à 3 :

..... **c'est un verbe irrégulier.**


3. **Observe** maintenant la question de Matthew :

Did you like it?

- **Que** peux-tu dire du premier mot de sa question ? **c'est l'auxiliaire do au prétérit.**

- **Que** peux-tu dire du verbe ? **c'est la base verbale de like.**

Fiche d'évaluation de la performance

Name: _____ ■ 4 ^e ■ Date: _____				
 Go shopping	A1+	A2	A2+	B1
Sait se faire comprendre mais l'interlocuteur devra souvent demander de répéter grâce à une prononciation/intonation suffisamment claire et correcte mais l'interlocuteur devra parfois faire répéter grâce à une prononciation/intonation intelligible même si des erreurs proviennent occasionnellement	X		X	X
Sait saluer, être poli(e), remercier avec hésitation simplement mais clairement sait de plus exprimer son appréciation (<i>good idea... why not? Thank you for your help...</i>)	X	X	X	
Sait prendre l'initiative de demander une précision, de l'aide... en termes simples (<i>What's the price?...</i>) en expliquant la demande (<i>I need a bigger one / I want something more colorful... Do you have it in red?...</i>)			X	X
Comprend et réagit aux interventions prévisibles quand elles sont répétées/reformulées prévisibles, d'un débit lent et clair prévisibles, d'un débit plus naturel moins prévisibles	X	X	X	X
Sait compenser des lacunes lexicales en faisant des gestes pour clarifier ce qu'il veut dire en utilisant un lexique moins précis mais de signification approchante en s'expliquant à l'aide de structures simples		X	X	X
Utilise des « gap fillers » de temps en temps naturellement sait de plus exprimer son indécision (<i>Well, I'm not sure...</i>)		X	X	X
Respecte l'accentuation (réduction vocalique, suffixes neutres,...) de temps en temps le plus souvent sait de plus accélérer son débit		X	X	X
Se fait comprendre en utilisant des structures simples mais de nombreuses erreurs élémentaires surviennent encore simples et commet encore des erreurs élémentaires simples et le nombre d'erreurs est plus limité variées avec un nombre d'erreurs élémentaires limité	X	X	X	X
Se fait comprendre en utilisant un lexique restreint et répétitif un lexique simple et courant un lexique plus varié et adapté au domaine abordé un lexique suffisant pour s'exprimer avec une relative aisance dans le domaine abordé	X	X	X	X

Appendix 8: Table from the CEF - descriptors for 'Grammatical Accuracy'

GRAMMATICAL ACCURACY	
C2	<i>Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).</i>
C1	<i>Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.</i>
B2	<i>Good grammatical control; occasional 'slips' or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect.</i>
	<i>Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.</i>
B1	<i>Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express.</i>
	<i>Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.</i>
A2	<i>Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.</i>
A1	<i>Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.</i>

MOTS CLES: enseignement grammaire, CECRL, programmes scolaires palier 2, approche actionnelle, manuels scolaires d'anglais

RESUME: Ce mémoire de recherche se propose d'examiner la transposition du CECRL dans les programmes scolaires du Palier 2 et dans trois manuels scolaires de 4^{ème} en ce qui concerne l'enseignement de la grammaire anglaise, en prenant l'exemple du prétérit. Ce travail s'intéresse à la manière dont le CECRL aborde l'enseignement de la grammaire, aux changements générés et à son influence sur les programmes scolaires et dans les manuels scolaires. Cette étude propose également une réflexion sur la place de la grammaire dans les programmes et à la manière dont les auteurs de manuels contextualisent l'approche grammaticale dans l'approche actionnelle en terme de savoirs et savoir-faire grammaticaux, de pratique raisonnée de la langue et en ce qui concerne la place de la grammaire dans les activités de communication et dans la tâche finale. Cette étude est enrichie par une analyse contrastive avec les anciens programmes scolaires et un ancien manuel publiés avant l'adoption du CECRL en France.

KEYWORDS: grammar teaching, CEFR, French official instructions, action-oriented approach, English textbooks

ABSTRACT: This dissertation intends to examine the transposition of the CEFR in the French official instructions for *Palier 2* and in three textbooks for *4^{ème}*, concerning English grammar teaching with the example of the preterit. This work concerns the way the CEFR tackles grammar teaching, the changes generated, and the influence of the CEFR on the official instructions and in the textbooks. This study offers a reflexion on the place of grammar in the instructions and on the way the authors of textbooks contextualize the grammatical approach in the action-oriented approach, in terms of grammar knowledge and skills, grammar awareness and concerning the place of grammar in communicative activities and in the final task. This study is enriched by a contrastive analysis with old official instructions and an old textbook published before the CEFR adoption in France.