

**UNIVERSIDADE DE CAXIAS DO SUL
ÁREA DO CONHECIMENTO DE HUMANIDADES
CURSO DE LETRAS – INGLÊS**

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**COURSEBOOK ACTIVITIES ANALYSIS UNDER THE PERSPECTIVE OF
INTERPERSONAL FUNCTION IN SYSTEMIC FUNCTIONAL GRAMMAR**

**CAXIAS DO SUL
2019**

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Trabalho de Conclusão de Curso apresentado
como pré-requisito para a obtenção do título
de Licenciada em Letras – Inglês à
Universidade de Caxias do Sul.

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CAXIAS DO SUL

2019

ACKNOWLEDGMENTS

To my mother Isabel, who has always been there for me and never stopped believing, no matter what happened.

To my sister, Laura, who is always with me, including in most of university disciplines and moments of chaos; making me understand the real meaning of brotherhood and making me be (gladly) one of “the sisters” for most of our professors.

To my friends Bruna, Katia and Júlia, who were there to support me in every moment I needed during the tough and happy university (and everyday life) days.

To my boss, Adriane, who has been supporting and believing in my work for some years now, letting me explore and improve my language teaching.

To my university professors; especially Sabrina and Samira. Samira for helping me through my internship disciplines and never let me stop thinking critically and functionally to prepare my classes. Sabrina for introducing me to the Functional Grammar and helping me, patiently, to make this paper happen; always supporting me and my difficulty to put my thoughts into words.

ABSTRACT

This paper was developed to explore how the use of Systemic Functional Grammar can help teachers in English as a Foreign language classes for adult learners. The Systemic Functional Grammar (SFG) was developed by Halliday, who thought about language as more than only a system to be followed, but also how language works with the relation between speaker and listener (or writer and reader). In this paper, the mentioned approach was related with the Communicative Language Teaching (CLT), whose concepts lead teachers to teach with communicative goals, where students can actually relate their studies with meaningful real life situations. To explore how the use of SFG can help teachers, six coursebook activities from three different books were analyzed. The main goal of the analysis is to set up some ideas of how the exercises can work better with a functional perspective from the teachers. From the analysis it was possible to conclude that SFG may be a facilitator tool for teachers to improve book activities when thinking with an interpersonal perspective, making the exercises more meaningful for students in order to make them relate what they are learning with their real life situations, creating an environment in class for them to put in practice what was learned.

KEY WORDS: Systemic Functional Grammar, Interpersonal Function, English Teaching

RESUMO

Este trabalho foi desenvolvido para explorar como o uso da Gramática Sistêmico-Funcional pode ajudar professores de inglês como língua estrangeira em cursos de idiomas para adultos. A Gramática Sistêmico-Funcional (GSF) foi desenvolvida por Halliday, que pensou na língua como algo a mais do que apenas um sistema a ser seguido, mas também como a linguagem funciona com relação aos falantes e ouvintes (ou escritores e leitores). Neste trabalho, a abordagem mencionada foi relacionada com a Abordagem Comunicativa, a qual os conceitos levam os professores a ensinar com objetivos comunicativos, onde os alunos possam de fato relacionar seus aprendizados com situações reais e significativas. Para explorar como o uso da GSF pode ajudar os professores, seis atividades de três livros didáticos diferentes foram analisados. O principal objetivo da análise foi providenciar algumas ideias de como elas podem funcionar melhor com uma visão funcional pela parte do professor. Pela análise, foi possível concluir que o uso da GSF pode ser um facilitador para os professores ao aprimorar as atividades dos livros, quando são pensadas com uma perspectiva interpessoal, fazendo com que os exercícios fiquem mais significativos para os alunos, para que eles possam relacionar o que estão estudando com situações que acontecem em suas “vidas reais”, criando situações em aula para que eles possam colocar em prática o que foi aprendido.

PALAVRAS-CHAVE: Gramática Sistêmico-Funcional, Função Interpessoal, Ensino de Inglês

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1 INTRODUCTION

As EFL (English as a Foreign Language) teachers we must take in consideration the functions of the language. We do not use it always with the same goal or in the same context, and these functions should be taught to our students in order to improve their communication skills aside from a structural and prescribed form of using the language.

When I took the Functional Grammar discipline during my course I began to think that every English teacher should study this approach of teaching grammar. It was possible to realize, while reading the theories and applying them into the exercises, that it was more significant to teach that way. I've been teaching for five years now, and I can visualize how students use language more when they notice why they are supposed to use "grammar structures" the way they were taught. When we ask them to use language with a clear purpose, students tend to have a better performance.

Our goal as teachers is not only to get students to know that language exists and that it has a structure that has to be followed but also that they have to know how to use it to communicate in different situations. This is the moment when functional grammar appears.

Concerning some studies that had been done about the Systemic Functional Grammar to improve English teaching, such as "Usage-based grammar teaching: teachers' experience with material development" by Oliveira, Carneiro and Azevedo, where the authors conclude that

Knowing (and teaching) grammar in a foreign language goes beyond knowing/teaching morphosyntactic aspects and waiting for the students to reproduce them correctly. The focus of the activities, even when developed in an initial practice, is directed to the development of the capacity of producing and understanding significant statements in realistic contexts of language use. This is an approach which we believe that is necessary for teaching grammar in foreign languages.¹ (OLIVEIRA, CARNEIRO and AZEVEDO, 2016. Our translation)

Lima (2017), who presented an analysis regarding some aspects from Systemic Functional Grammar, says that "teachers should always try to discover more about the complexity present in their instrument of work (the language) and know they can rely on valuable instruments" as the different functions of language".

¹ Saber (e ensinar) gramática em língua estrangeira vai além de saber/ensinar aspectos morfosintáticos e esperar que aprendizes os reproduzam corretamente. O foco dessas atividades, ainda que desenvolvidas em uma prática inicial, direciona-se para o desenvolvimento da capacidade de produzir e compreender enunciados significativos em contextos reais de uso da língua. Essa é uma abordagem que acreditamos ser necessária no ensino de gramática em línguas estrangeiras.

Regarding the previous studies and explanation, this paper aims to answer the following question: “How can Systemic Functional Grammar facilitate EFL teachers’ job to help adult students in private courses truly use the language for effective communication?”

The work is developed through the bibliographical research approach, to find better ways to apply functional grammar exercises in English as a Foreign Language classes. The bibliographic evidence is fundamental so the work presented can be credited as a valid theme to be reflected and based on the support of the theoretical reference of authors opinions who have a thorough knowledge of their respective areas. Gil (2002) states that there is no academic study without bibliographical research and also explains that this type of research serves “to establish relationships between the information and data obtained with the proposed problem”.

In chapter two it is possible to get to know some theories and authors who study the Systemic Functional Grammar; the difference between methods, approaches and techniques and also the relation of the communicative approach with SFG. After that, this paper brings the three metafunctions and focus into the interpersonal function.

In chapter three there are six analysis from three different coursebooks: English ID level 1, from Richmond editor; Ventures level 2, from Cambridge editor and American English File 1, from Oxford editor. The books and exercises were chosen from the experience of use by the author of this paper and are used in language schools for adults students with A1 and A2 levels². The main goal of the analysis is to set up some ideas of how the exercises can work better with a functional perspective from the teachers.

² Available on: <https://www.cambridgeenglish.org/learning-english/parents-and-children/information-for-parents/tips-and-advice/011-the-cefr/>. Accessed on June, 8th 2019.

2 LITERATURE REVIEW

2.1 SOME IMPORTANT DEFINITIONS

“A language is a resource for making meaning, and meaning resides in systemic patterns of choice” (HALLIDAY and MATTHIESSEN, 2004, p.23). According to Trinh, van Hoa and Phuc (2017) the Systemic Functional Grammar (from now on SFG) was developed by Michael Halliday, who followed the studies of Firth and Hjelmslev in the distinction between theoretical from descriptive categories in linguistics. The Functional Grammar started from Prague School, with Hjelmslev, it was the first school to work with the structuralist functionalism. Followed by the London scholar, with Firth. Both are considered the fathers of functionalism. Halliday constructed and developed the SFG from the studies of these two linguists.

Assuming that SFG is an important facet in language teaching, it is necessary to define some words as grammar, functional and the concept Functional Grammar. According to the Oxford dictionary, **grammar** can be defined as “1. the rules in a language for changing the form of words and joining them into sentences”, “2. a person’s knowledge and use of a language” and also “3. a book containing a description of the rules of a language”, according to Halliday and Matthiessen (2004) “Grammar is one of the subsystems of a language; more specifically, it is the system of wordings of a language” and “a resource for creating meaning in the form of wordings”.

While **functional**, in the Oxford dictionary, can be defined as “1. practical and useful; with little or no decoration”, “2. having a special purpose; making it possible for somebody to do something or for something to happen” and “3. (especially of a machine, an organization or a system) working; able to work”, Lock’s book refers functional as “ an approach to understanding grammar that focuses on how language works to achieve a variety of different functional and communicative purposes” (LOCK, 1996, p. ix).

The concept **Functional Grammar** has only one definition in the Oxford dictionary which is “grammar that analyses how language is used to communicate” and according to Halliday and Matthiessen (2004) “systemic-functional grammatics takes the resource perspective rather than the rule perspective; and it is designed to display the overall system of grammar rather than only fragments” and also “to understand the quality of texts: why a text means what it does, and why it is valued as it is” (Halliday apud Eggins, 2004, p.2). Considering these definitions, it is already possible to

understand the way the approach of Functional Grammar is a facilitator for people to use the system of language – grammar – in communication.

Butt et al.(2003, p. 22) write that the term grammar, for many people, means “a fairly rigid set of rules for speaking and writing, the breaking of which will mark you out as uneducated, unsophisticated or even uncouth” and also that “there is another sense in which 'grammar' means something like the way in which a language is organised”. In this second meaning, every person has a command of grammar, even if we have never consciously learned the grammatical rules or terms, because when we learn how to speak a language (even our native language, when we are kids) we tend to follow the patterns we hear. In Portuguese, for example, we follow the SVO pattern, Subject, Verb, Object.

It is necessary to point out that when we learn a new language we want to do things with it, we want to understand the news, to question people and also answer them in the target language. In order for this to be possible we need grammar and grammar is only helpful if it assists us to get to our main point. When the student can have grammar AND interaction, it is when we can see functional grammar.

According to the Prague School (Newmeyer, 2001), a **language** is an instrument of social interaction used with the intention of establishing communicative relationships. This definition is in accordance with Saussure's view of language as a social phenomenon, bound not to each individual but also to the social environment in which he/she is inserted (Saussure, 1966).

Also, according to the Oxford dictionary, language can be defined as “the system of communication in speech and writing that is used by people of a particular country or area”, which means that, when we study a new language, we can not study only its system, its grammar, we need to be aware of particular cultural features, and the approach of functional grammar gives us that, it shows us how to use the system of grammar with the necessary cultural particularities and situations from that language. Halliday explains it saying that:

language is functional, its function is to make meaning and these meanings are influenced by the social and cultural context in which they are exchanged and the process of using language is [...] a process of making meanings by choosing. (HALLIDAY apud EGGINS, 2004, p.3)

Harmer (2007) says that “a key feature of specific functional exponents is to know which are more or less appropriate in given situations (depending on who is being talked to, what the situation is and how determined or tentative the speaker wishes to

be)”, and according to Butt et al. (2003) “the context of situation is a useful term to cover the things going on in the world outside the text that make the text what it is”. There are three situational aspects of context that can cause speakers and writers a difference in the construction of the text, which are: Field, Tenor and Mode of discourse. The Field is, in sum, the goal of the communication. The Tenor is the relationship between the two participants in the text, speaker and listener or writer and reader, for example. And the mode is the kind of text that is being made. These aspects will be recapitulated later on this paper.

2.2 METHODS, APPROACHES AND TECHNIQUES

People tend to label things, when this comes to language teaching, there is the necessity to define the “manner” in which educators tutor their learners. These labels are defined as methods, approaches and techniques.

A **method** is a systematic demonstration of language based in an **approach**, which basically consists in established assumptions that deals with the nature of language, learning and teaching. With these two definitions there are also the specific tasks that are done during the class, which are in harmony with the chosen approach and method, called the **techniques** (ANTONHY apud BROWN, 2007, p. 14).

We also have the definition of **method** as a term that specifies the interconnection between theory and practice, **approaches** as theories about the essence of the language and its learning process. There is the term called **design** - similar with the techniques mentioned before which is defined as the correlation of method and approach with the activities that are done in class. **Procedures** are the practices derived from the chosen approach and design. (Richard and Rogers apud Brown, 2007, p.14). The term design is usually called syllabus according to Brown (2007).

We call Functional Grammar an approach because it deals with assumptions in language learning concerning the relationship between grammar and meaning.

2.3 COMMUNICATIVE APPROACH AND FUNCTIONAL GRAMMAR

With the growing need for information it was necessary to go beyond the behaviorism method, which consists basically of memorizing and repeating what was taught. The expanding demand for knowledge started to ask not only for structure but also for communication; this need motivated the creation of the Communicative

Language Teaching (from now on CLT). According to Brown (2007) in *Teaching by Principles: An Interactive Approach to Language Pedagogy*, by using this approach we are equipping our students with tools to perform unrehearsed communicative moments outside the classroom. It shows to the student the contents in a realistic and meaningful way.

Brown also comments that this is a result of the way we are now looking at our students, which is not only inside the classroom and the manner they accomplish the tasks, as it is seen in traditional methods; teachers are now “looking at learners as partners in a cooperative venture. And our classroom practices seek to draw on whatever intrinsically sparks learners to reach their fullest potential”.

It is possible to relate CLT with SFG because this second approach is related to the principles that the CLT approach has: to bring the student to meaningful and realistic situations when studying grammar. Into the metafunctions of functional grammar there is one that is quite related to the CLT, which is the Interpersonal Function (see chapter 2.4 for further information).

When introducing the Interpersonal Function Thompson (2004, p.45) says: “One of the main purposes in communicating is to **interact** with other people: to establish and maintain appropriate social links with them”. Thompson’s definition of interpersonal function is linked with the characteristics of the CLT approach from Brown’s (2007, p. 46-47) book.

The author defines overall goals as an approach that must have as a focus on all its components, grammatical, discourse, functional, sociolinguistic, and strategic of the communicative competence. Brown (2007) also highlights the importance of making connections between the organizational aspects of language with the pragmatic ones. Relationship of form and function is also pointed as an important aspect because its techniques are designed to engage learners into an authentic and functional use of language. Professor Brown says that organizational language forms are not the central focus, but still, it is an important component of language that helps students to accomplish those purposes.

In his list of characteristics, Brown also brings fluency and accuracy as an important component because teachers must have a focus on student’s flow of comprehension and production. Still, according to the author, paying attention to the formal accuracy to keep learners meaningfully engaged in language use. It means that offering an appropriate corrective feedback to the students is part of the teacher’s responsibility. Brown (2007) says that educators need to focus on real world contexts,

which means that students have to use language outside of the classroom, without rehearsal. For this reason, classroom activities should provide the learners with the necessary skills to establish communication in those contexts.

In this context, the author states that teachers help students to develop autonomy and strategic involvement, because learners are given opportunities to focus on their own learning process while they raise their consciousness of their own style of learning, which helps them to create personal strategies for production and understanding of the contents. Brown (2007) says that such awareness and action can help students to develop autonomy when it comes to be a student that is able to continue to learn the language outside of the classroom. In this sense, the author also states that teacher's roles is to act as an mediator that values students' linguistic developments, while students' role is to actively participate on their own learning process. It means that learners must act cooperative and collaborative.

Regarding these characteristics, most of them are related to the functional grammar, where students are more active and, in a certain way, autonomous in the learning process, having also real-life situations to work with.

2.4 FUNCTIONAL GRAMMAR AND THE THREE METAFUNCTIONS

There are many ways to describe the grammar of languages; according to Lock (1996 p.1), SFG can be defined as an approach that understands language as a system of communication, analyzing grammar as an arrange that allows people to make and exchange meanings. According to Thompson (2004, p. 247-248), there is an intimate link among language and context, which is a crucial point about SFG, it is: this approach is designed for language in use, with contextualization, not only in isolated sentences. He remembers that "part of the meaning of any clause is its function in relation to other clauses around", giving the example of questions and answers, where part of the meaning of the answer depends on what the question was. The sentences only perform the function of expressing meaning when we look at it in the whole context of use. This definition of Thompson is connected with Halliday and Matthiessen (2004)'s description; they say that a characteristic of SFG approach is that it is comprehensive; it is concerned about language in its entirety form, where you have to refer every piece of language said with the total picture of the context, where everything fits in.

We use language to make sense of our experiences, and to carry out our interactions with other people. This means that grammar has to interface with what goes on outside language: with the happenings and conditions of the world, and with the social processes we engage in. (HALLIDAY and MATTHIESSEN, 2004, p.24)

SFG is the intersection between meaning and purpose. For Butt et. al. (2003, p.29) “language is much more than a stringing together of the words; we need to analyze and describe patterns of language at several different levels”, to understand this, we have to overview the metafunctions present in the SFG approach: Experiential, Interpersonal and Textual.

The **Experiential** metafunction is related to the field of the communication; its processes, participants and circumstances: who is the one talking to, where they are, when it is happening and why. Thompson (2004, p.86) says that this metafunction refers to the ways in which the participants act and relate between each other. Considering Lock (1996, p.9) the Experiential function is about the ways language can represent the experiences we have, it is about “how we talk about actions, happenings, feelings, beliefs, situations, states, and so on, the people and things involved in them, and the relevant circumstances of time, place, manner, and so on”. Butt et. al. (2003, p. 39) exemplify this function as a picture of the reality.

Following with the **Textual** metafunction, related with the mode in communication, it is the way we tend to organize the structure of a sentence to fit in a certain context. The manner we choose certain words and collocations of the language to express ourselves. According to Lock (1996, p.10) “Textual meaning is important in the creation of coherence in spoken and written text”. Coherence and cohesion are two words that Thompson uses a lot when explaining this metafunction, that is because it has everything to do with the system of the language, the structure of it and the use of the correct words to make a coherent text.

The third, and actually the one this paper is going to focus more, is the **Interpersonal** metafunction. It refers to the relationships between the speakers and the interaction between them. Lock (1996, p.9) says that: “Interpersonal meaning has to do with the ways in which we act upon another through language” when we give or request information, offer things and also the way we express our judgments and our attitudes. This function is about some of the ways the speakers – or writers – structure clauses to interact with other people and exchange information.

The Interpersonal function gives us the option to change a statement, a command or a question, depending on the way we want to sound with who we are communicating.

If you say, for example:

Play the piano.

We have a command, referring us to a direction, an imperative clause (when we do not need the subject), that sounds like an order. But if we change the sentence to a question as:

Would you mind playing the piano?

We have a different clause that is used with the same goal as the statement showed before, the difference between them, besides the grammar structure (one statement and one question) which was used, is the way it sounds in a conversation. While the first one is an order, the second one can be perceived as a request for the listener to do something in a kinder way. It is an important point to show students while teaching, because depending on the way they want to sound when communicating to other people, it is necessary not only to follow structures as they were taught, but also explore these interpersonal aspects to choose the right way of speaking, so they do not sound rude or disrespectful.

Another important point to understand the Interpersonal function is the classification regarding the Subject and Finite of a sentence. Subjects can be defined by three formal characteristics according to Lock (1996, p. 12):

1. Noun groups (a noun, a pronoun or a group of words based on a noun or a pronoun).
2. The five pronouns which have subject forms (I, he, she, we and they).
3. In clauses that make statements, it is normally the noun group which immediately precedes the Finite.

The Finite verbal group, according to Thompson (2004, p.17) is “traditionally defined as one that shows tense”, and we can also have nonfinite clauses which do not have or show tense, and Halliday and Matthiessen (2004) say that “the Finite element, as well as expressing primary tense or modality, also realizes either positive or negative polarity”.

Considering that SFG brings the idea of the interaction between people, the Interpersonal Function analyses how the system of the language serves the functions that we need for exchanging information. Which aspects of grammar can help us to get to our point in a conversation and to express ourselves in a way our hearers can understand why we are saying something to them. The Interpersonal meanings relate if

a sentence is a question, a command or a statement and how the speaker uses it to express his/her message to the listener, as it is not always in the ‘systemic rule’ of the grammar form.

A nice example to sustain this is what Halliday and Matthiessen (2004) bring in their book, when they say that in a conversation people are always giving or demanding, it can be information or goods and services. This can be exemplified with the following chart from their book (2004, p. 107):

Picture 1.

role in exchange	Commodity exchanged	
	(a) goods-&-services	(b) information
(i) giving	‘offer’ would you like this teapot?	‘statement’ he’s giving her the teapot
(ii) demanding	‘command’ give me that teapot!	‘question’ what is he giving her?

(Source: An Introduction to Functional Grammar, HALLIDAY and MATTHIESSEN, 2004, p.107)

According to the chart, there are four main ways people interact with each other: giving goods and services and information; demanding goods and services and information.

When “giving goods and services” people are usually offering something to someone, as in the example from the chart: “*Would you like this teapot?*” or “*Shall I give you this teapot?*”. This person is offering to give the teapot to the listener. According to Halliday and Matthiessen (2004) there are two ways to respond to this, the person can accept or reject the offer. Two expected answers are “*yes, please*” to accept or “*no, thanks*” to refuse it.

When “giving information” people are stating information to the listener, they are saying something that brings information about what they are talking about, as in the example “*he’s giving her the teapot*” or “*he’s picking the teapot*”. Here, we can also have two different answers, one to confirm the statement as “*is he?*” and one to contradict the phrase as in “*no, he isn’t*”.

When “demanding goods and services” the speaker usually gives a command to the hearer, as “*give me that teapot*” and the listener can undertake it or refuse it, saying “*here it is*” or “*no, I won’t*”.

And when “demanding information” speakers usually make questions to the listener, it can be to understand better what is happening or because they doubt of something, it will all depend on the context. A sentence that can be used for it is “*What is she giving him?*” or “*What is she receiving?*”. The hearer can answer it or disclaim it as in the sentences “*a teapot*” to answer what was demanded or “*I don’t know*” to disclaim.

But what we can notice in conversations is that there is not a systemic rule for giving and demanding information or good and services; and there are not prompt answers that are going to fit in all dialogues. Even if the coursebooks bring an idea of rule to be followed, depending on the context of culture or situation (these two definitions will be dealt with in the next few paragraphs), the communication can happen using other types of sentences.

We can demand goods and services using a question, even though the ‘regular’ way of doing it is using a command with an imperative sentence. See the following example:

If the speaker uses “*Would you mind giving me that teapot?*” instead of using the command “*Give me that teapot!*” he/she will sound much more polite to the listener, but he will still be demanding goods and services.

Also, if your boss says to you “*You should finish your reports till the evening*”, we will not interpret it as an advice – as the modal *should* is taught – we will certainly know that he is being polite but that we HAVE TO finish the reports till the evening.

These are some functions that are usually not in coursebooks, but need to be presented to students in order to help them to use language better in real-life situations.

“Whenever you teach a language, you also teach a complex system of cultural customs, values, and ways of thinking, feeling and acting” (BROWN, 2007, p.74). Since we are little kids it is possible to recognize that language is not always the same. We know that depending on where we are and who we are talking to there is a best way to communicate. Sentences we use to talk to each other are full of meanings, and these meanings have to be appropriate for the context, Harmer (2007, p.59) says that “speakers and writers have to be able to operate with more than just words and grammar; they have to be able to string utterances together” and for Butt et. al. (2003, p. 3), context contains texture and structure. “Texture comes from the way the meanings in

the text fit coherently with each other” while structure “refers to the way that most pieces of language in use will contain certain obligatory structural elements appropriate to their purpose and context”. The authors also say that texts occur in two contexts, the context of culture and the context of situation, both of them are connected in the text.

The biggest context is the **context of culture**, which is the different form of politeness, address and ceremonies between one culture and another. It is important for shaping meanings. “The context of culture is sometimes described as the sum of all the meanings it is possible to mean in that particular culture” (BUTT et. al., 2003 p.3).

What comes next is the **context of situation**, which is related to the culture but it is more about the speakers/writers and the relationship and environment between them. The situations are more specific than the culture but both of them combine and result into the text and its similarities.

The spoken texts accompanying vegetable shopping, for example, would be quite different in a North American supermarket from those in a Pacific island marketplace, and both context of culture and context of situation would be implicated in the differences. The barter and trading of the island market place simply don't occur within the context of culture of the supermarket conglomerate and this cultural difference will influence aspects of the buying context of situation. (BUTT ET. AL, 2003, p.3-4)

Both context of culture and context of situation have to be explored in class, when teaching situations students are going to be exposed to in their real-life events. They walk together with the interpersonal function. Because when you have to manage which ‘kind’ of language you are going to use, you have to explore all the context of the conversation, it is important to know if the person you have to exchange information is from a culture who expects you to be more polite or if you can talk to he/she as you talk with a friend. And also, you have to realize the situation you are in, if you are at school, at work or in a job interview, for example. These are all points that need a lot of attention when communicating, and coursebooks usually do not bring these specifications to use the language. That is why the next chapter is going to give teachers ideas for some exercises the books bring; they are going to have a functional view of the activity and try to improve a little on how to work with them with adult students in languagecourses.

3 COURSEBOOKS ANALYSIS AND IDEAS

The main objective of this paper is to suggest some ideas for the activities of coursebooks of how to transform them into a functional activity focused on the Interpersonal perspective. Many books do not bring real life situations and communicative exercises for the students to practice, or if they do it, they tend to give a guided dialogue where the students cannot think about the interpersonal aspects of the dialogues. It becomes a task for the teacher to create the situations in class for students to think, explore and role play in a more realistic way. This chapter is going to give some ideas based on used coursebooks, so the teacher can explore these “real-world” situations that many times are not in the book activities.

The first activity that is going to be analyzed (see picture 2) is from the book English ID level 1, which is usually used for adults with A1-A2 level³.

The activity is from unit 7, where students are learning how to use the past tense. It starts talking about music and some singers; the main story is about Amy Winehouse and some events that happened in her life. The book presents the grammar part in activity A as structure and asks students to find some examples of past verbs in the text from the singer.

³ Available on: <https://www.cambridgeenglish.org/learning-english/parents-and-children/information-for-parents/tips-and-advice/011-the-cefr/>. Accessed on June, 8th 2019.

Picture 2.

7.2 What did you do last weekend?

2 Grammar: Past Simple

A Match the rules and find three examples of each in Amy's bio.

1 verbs ending in e? +ed → _____
 2 verbs ending in y? change the form / not ed → _____
 3 most regular verbs? +d → received _____
 4 irregular verbs? -y +ied → _____

Past Simple

Look at the **highlighted** words in Amy's bio and complete the **+** forms. Answer a-c.

Their marriage lasted a long time.	Their marriage _____ long.
Many people accepted her.	Some people _____ her.

a What is the auxiliary for the **+** Past Simple?
 b Is it followed by the past or the infinitive form of the main verb?
 c Didn't = _____

Common Mistakes

She ~~wasn't~~ born in the US.
 She didn't ~~played~~ the piano.

+ Grammar p. 130

B Tell Jim Morrison's bio. Use these dates and facts.

Jim Morrison's bio

C (MAKE IT PERSONAL) Write your own short bio using six of these verbs. Tell your "story" to the class.

be (born) start study finish get (a job / married / divorced)

I was born in Bogota. I started school in 1997. My parents got divorced in 2002, and that was a difficult year for me. I finished high school in 2009. I studied business in college, but quit after a year. I got my first job in 2011.

76 Scanned with CamScanner

(Source: English ID level 1, 2013, p.76)

One way to work in an interpersonal perspective is to work with the verbs with some games; the teacher could play bingo or tictactoe with the students for them to memorize the different forms of present and past. One idea for playing bingo is to have the past form of the verb in the charts and call the present form, so the students have to think fast to complete it. When they are used to the verbs, they can play tictactoe making sentences. As this part of the unit focuses in affirmative and negative sentences, students can receive an 'incomplete' sentence with the elements they have to use, using situations that happened to themselves to score the point as in the example: "I/wake up/(time)/yesterday" to make the sentence "I woke up at (7AM) yesterday" , they can also have "I/wake up/(time) everyday) to make the sentence in the present "I wake up at 9AM everyday" or "I/not go to the movies/(when)" to make the sentence "I didn't

go to the movies (last week)” or “I/not go to the movies/(usually)” to make the sentence “I usually don’t go to the movies”.

This way students can explore the finite of the sentences, knowing when to change the verb and when to add ‘didn’t’ or ‘don’t’ to express the correct verb tense.

After that it is possible to go to part B of the book activity, where students have Jim Morrison’s bio and need to tell others about him using the verbs and structures studied before. In part C there is the “make it personal” section, which is in the book for the students to have a “personalized speaking to express your identity in English” (Teacher’s Book, p.19). It is an interesting exercise because they can talk about themselves, what makes the activity more realistic for them to use the language, but there is one thing that can be added so they explore the communicative approach and the interpersonal function. After writing and telling about themselves to the classmates, as friends, they could think about another relationship for a conversation, as if they would have to tell their story in a job interview for example. They would be able to think about the interpersonal characteristics and a different discourse to use in a business environment.

The second activity (see picture 3) is from the same book but it is from the section “ID in action”, which is there to “provide contextualized functional practice” according to the teacher’s guide (p.13). Even though this section closes every chapter and always brings a situation more related to real-life experiences for students to role-play and explore, it is not necessarily related to the content of the unit.


The chosen activity is about asking for favors, which can be related with the interpersonal function from SFG.

Picture 3.

Could you help me, please? 7.5

ID in Action Asking for favors

A 7.15 Match pictures 1-5 to favors a-e. Listen to five dialogs to check. Which favors, a-e, did not happen?



B 7.15 Listen again and complete requests 1-7. Then match them to the responses.

Requests	Responses
1 Could you _____ the dishes?	<input type="checkbox"/> I'm really sorry, but I can't.
2 Could you _____ the _____ for me, please?	<input type="checkbox"/> Sure. There you go.
3 Could you _____ who it _____?	<input type="checkbox"/> Come on, I can do it tomorrow.
4 Could you please _____ the _____, Jim?	<input type="checkbox"/> Don't worry. I'll get it.
5 Could you _____ this afternoon, please?	<input type="checkbox"/> Sorry, it's Brian's turn today.
6 Could I _____ you a _____?	<input type="checkbox"/> That depends. What do you want?
7 Could _____ my son with you this weekend?	<input type="checkbox"/> OK, I'll do it now.

Use can or could to ask for favors.
Can | *Could* | *I use your phone?*
Could is a little more polite.

Common Mistakes
 Could you ~~to~~ help me?
 Could you ~~do~~ make me a favor?

Use will + verb for unplanned responses or decisions.
I'll e-mail it to you right now.
Don't worry. We'll help you.
'll = will

C MAKE IT PERSONAL Role-play. A: Ask a favor, 1 to 4. B: Respond and ask questions. Swap roles.

- You're having a party next week, but you don't have any good music.
- You can't read French and you got an e-mail from a customer in French.
- You bought a new dog, but you're going away for the weekend.
- You have to go to the airport really early tomorrow morning.

Hey, I'm having a party next week. Could you transfer some music to my computer?

Sure, I'll do that, no problem. What type of music do you want?

CS Scanned with CamScanner

Workbook p. 38, 67, 68, 69

83

(Source: English ID level 1, 2013, p. 83)

Exercises A and B are listening activities where students can get in touch with the main vocabulary part and try to understand the structure for asking for favors. In exercise B they have a structural explanation about it using the modals can and could. It is really interesting that students can have some ideas of answers for the questions; but it is also important to keep in mind that conversations do not always happen like the examples from the book. This is the reason why activity C is important; it is also necessary to change it a little with a communicative approach so students can notice the different functions of language.

It would be interesting if the teacher could explore with the students some other manners to be more polite and explore different environments where people can ask for favors. Here, they could analyze some differences between: "Could you wash the

dishes?”, “Would you mind washing the dishes?” or “It would be very nice if you washed the dishes.” as all of these sentences are saying the same thing, but using different levels of politeness and mode of discourse. These differences of context of situation and culture have to be explored and explained by the teacher, the students should be able to realize that in different cultures they need to have particular manners. The teacher can brainstorm with students how they would approach to ask for favors with a British, Chinese, Russian or Brazilian person, for example, so they would be able to explore different contexts of culture.

From this explanation and brainstorming, the students would be able to perform exercise C better, it is also possible for the teacher to adapt with specific contexts of situation, for example in sentence 1 “you’re having a party next week, but you don’t have any good music” it could be added who the student has to talk to, example: “you don’t know the DJ, be careful with your words” or in the sentence 2 “you can’t read French and you got an e-mail from a customer in French” it could be added “you need to talk to your boss to find a solution”. This way the participants would have a full experience using English and also exploring the best way to communicate using the appropriate language.

The third activity (see picture 4) that is going to be analyzed is also from the book English ID level 1, this part of unit 5 talks about imperatives, which are usually used as commands and are often taught with only this purpose and in a rude way.


Picture 4.

Don't feel like picking up my phone, so leave a message at the tone. 'Cause today I swear I'm not doing anything! 5.4

10 Listening

A 5.18 Match the verb phrases to objects a-g. Listen, check and repeat. Mime a phrase for a partner to say.

<input type="checkbox"/> a feed the cat ____	<input type="checkbox"/> open / close the windows ____
<input type="checkbox"/> b give the cat some water ____	<input type="checkbox"/> pick up / put the mail on the table ____
<input type="checkbox"/> c feed the dog ____	<input type="checkbox"/> water the plants ____
<input type="checkbox"/> d take the dog for a walk ____	<input type="checkbox"/> don't let the cat out ____



B 5.19 Listen to a phone message for a house sitter. Number the activities in A in the order you hear them, 1-8.

C 5.19 Listen again and complete Lori's notes with these pronouns. What does each pronoun refer to?

her him it them

1- Open the windows and close ____ again every day.
 2- Pick up the mail and put ____ on the table.
 3- Feed Fish in the morning and evening (don't give ____ too much food).
 4- Don't forget to give ____ some water (don't let ____ out).
 5- Feed Chips, take ____ for a walk (don't take ____ near the road).

Common Mistakes

♀ Give ^{her} him some water.
 ♂ Don't forget to take ^{him} her for a walk.

➔ Grammar p. 126

D **MAKE IT PERSONAL** Imagine you're going on vacation. Complete this list of instructions. Then leave a phone message for your partner. Use AS 5.19 on p. 160 to help you.

1- Don't forget to ____ 4- Remember to ____
 2- Please, ____ 5- ____
 3- Please, don't ____

Hi, just to say, please, don't...

➔ Workbook p. 27

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(Source: English ID level 1, 2013, p.57)

The students are presented to the imperatives through a matching and a listening exercise; where there is a house sitter receiving the orders of what she has to do in the house (exercises A and B). But the exercise that is going to be focused on here is D, in the “make it personal” section. Students are asked to leave a message to a partner with a list of instructions, imagining they are going on vacation and their pair is going to take care of their house.

It could be much more interesting and meaningful if, first of all, the teacher introduced other ways to give the instructions, since in the activity the students are going to talk with a friend. The interpersonal function could be analyzed in the way of demanding goods and services.

Teachers could explore with students when and why this language is used and how they could sound more polite and less bossy to give commands. As the context of the exercise is about traveling and asking (or paying) someone to take care of your house, there are several communicative situations that could be explored, such as the way you are going to give the commands: are you going to speak, call or leave a note? Who are you talking to? Is this person a family member or a close friend?

With more specific details the students would be able to relate the activity with realistic situations. They could play a boardgame, like LUDO to explore the language, where, to roll the dice they would have to think about a sentence for a specific situation using a “command” as: “take the dog for a walk twice a week/your mom/note”, “water the plants everyday/the house sitter/phone call” or “open the windows/your boyfriend/talking face to face”.

After that, they could have three different exercises to practice what was used in the game: the first one with one situation as “you are going away for the weekend, talk to your boyfriend to take care of your house”, the second could be “you are going to stay one week away, call your mother and tell her what she needs to do”, while the last one would be “you are going on vacation for one month, leave a note for the house sitter with the list of thing she needs to remember”. This way students would be able to explore and communicate in different contexts and use language not only speaking but also written. It is important to explore with the students in which manner they can do it. Instead of using only the commands, they can brainstorm about how they would ask to their boyfriends, they could use “You should open the windows everyday and close them when you leave” instead of only saying “open and close the windows”, another way could be “You have to take the dog for a walk twice a week mom, please” instead of “walk the dog twice a week”. When writing they would probably use the commands more but nothing prevents them of sounding less rude with the house sitter and write “Please, water the plants once a week”. It is necessary to show students these small differences to sound more polite and kind, and of course remind them that if they have to be more assertive, using the commands is a good idea as well.


The fourth activity (see picture 5) is also from the book English ID level 1, from the section ID in action. It talks about giving directions.

Picture 5.


Do you live near here? 5.5

ID in Action Giving directions


A 5.23 Match the phrases to photos 1-6. Listen, repeat and mime them.




1




2




3



4



5



6

a corner

cross at the stoplight

go straight

a stop sign

turn left

turn right

World of English

Language is not just words! You can express a lot that you don't know how to say using mime and gesture.

B In pairs, share what you know about San Francisco in one minute.

I know it's a city on the west coast of the USA.

C 5.24 Listen and order the tourist's questions, 1-4. How many people does he speak to?

1 Is there a movie theater around here?

2 Are there any bookstores near here?

3 Where's the mall?

4 Do you know where the library is?

Common Mistakes


Do you know where is the stadium?

D 5.24 Listen again and complete 1-4. Do you think he understands the last man?

- 1 It's _____ front of you _____ Market Street. Cross _____ at the stoplight.
- 2 Go _____ on Market Street and turn _____ on Fourth Street. Go _____ for one block. On the _____ of Fourth and Mission Street.
- 3 Turn _____ on Grove Street.
- 4 Go straight for about _____ blocks. The bookstore's on your _____.

E In pairs, use the language above to ask for and give directions to places 1-4. Start at Powell Street Station.

- 1 City Hall
- 2 the Museum of Modern Art
- 3 Union Square Park
- 4 a parking garage



F **MAKE IT PERSONAL** In pairs. A: Give directions to your home from school. B: Follow the directions on a map until you find where A lives.

Leave the school and turn left. Go straight for two blocks. My house is on the left.

Workbook p. 28, 64, 66

59

(Source: English ID level 1, 2013, p.59)

In general the activities are functionally active, the book brings four different ways of asking for information in exercise C. With a little intervention from the teacher, students can be able to differentiate when to use each one and also learn some kinder ways like “could you tell me if there is a bank near here?”, “would mind telling me where is the supermarket?” or “sorry sir, can you tell me if there is a park around here?”, so they could explore the interpersonal function imagining different contexts of culture and situation and each sentences to use in each one of them.

Another thing that can be explored with them is the fact that not always people understand promptly what the other is saying, so it is necessary to explore expressions like “sorry?”, “can you repeat, please?”, “I didn’t understand, could you repeat?” and also some expressions for denying information like “I don’t know, I’m sorry”, “Sorry, I

can't help you" or "Sorry, I'm late, can't stop right now" to use if the person can not help.

It would be interesting to practice it with students working in pairs; they could receive a note with "student A: ask for a bank / student B: you are late, but don't want to be rude" or "student A: ask for a bookshop, be kind / student B: you don't know where it is, apologize for it" and also a situation where they could use the directions as "student A: ask for a restaurant, you are impatient / student B: give the directions for the restaurant".

Exercise E is a nice one for students to have an idea of how to give directions using a map, but in the "make it personal" section it is possible to explore more than just the home to school directions. Students can receive an establishment from the city and a starting point. Using google maps they need to have a conversation with a partner and guide him/her from the start point to the establishment they have received. It can be improved with a specific situation or culture "you are talking to a British person, ask about a restaurant" or "you are traveling with your friend, ask him to check the map and find a park". This way it is possible to explore language and specific situations for communication using realistic tools and being able to explore different circumstances.

The fifth activity (see picture 6) that was chosen to be analyzed is from the book American English File 1, from Oxford editor and it is used for adults with A1-A2 level⁴.

The chosen exercise is from unit 2 and brings in its grammar part some ideas of imperatives and how to give suggestions.

⁴ Available on: <https://www.cambridgeenglish.org/learning-english/parents-and-children/information-for-parents/tips-and-advice/011-the-cefr/>. Accessed on June, 8th 2019.

Picture 6.

b Listen again and read. Try to guess what the **highlighted** phrases mean.

1 GPS After 100 feet, **turn right**.
Turn right.

Mom Please **slow down!** This road is very dangerous.

Dad **Don't worry**. You know I'm a good driver.

Mom **Be careful!**


2 Suzy Dad, this music is terrible. Can you turn it off?
Dad OK.
Tim Dad, I'm really hot. **Turn the air conditioning on**, please.
Dad Are you hot, Suzy?
Suzy No, I'm cold.
Mom **Open your window**, Tim.

3 Suzy I'm thirsty. Where's the water?
Mom Here you are.
Tim I'm hungry. Can we stop soon?
Mom **Let's stop at that service station**.
Dad OK.

4 Tim **Give me my iPod**.
Suzy This is my iPod!
Dad **Be quiet!**
Tim Are we there yet? I'm bored.
Dad It's not far now. Only 15 miles.
Tim Can you turn the radio on please, Mom?
Mom OK.
Dad Oh, no!

5 Suzy Where are we?
Dad We're here. At the hotel.
Tim Great!
Mom **Don't park here**. Look at that sign. No parking.
Dad Don't worry. It's OK. **Come on**. **Let's go**.

c (70) Listen to the end of the story. What are the two problems the family has?



3 **GRAMMAR** imperatives, *let's*

a Look at the **highlighted** phrases in 2b. Then complete the chart.


Imperatives	
<input type="checkbox"/> Turn right!	_____ here!
<input type="checkbox"/> _____ right!	Don't park here!
Suggestions	
_____ stop at that service station.	
Come on. Let's _____.	

b ► p.126 Grammar Bank 2C. Learn more about imperatives and *let's*, and practice them.

c Look at the pictures in 2 and cover the dialogues. Can you remember the imperatives and suggestions with each picture?

d What do the signs mean? Use a verb phrase from the list in a or imperative.

be careful	cross the road now	go in here
smoke here	listen to music here	take photos
turn-left	turn off your phone	eat or drink here



e Cover the list and look at the pictures. Can you remember the phrases?

4 **PRONUNCIATION**
understanding connected speech

Connected speech
When people speak, they don't usually separate all the words. For example, if a word ends with a consonant and the next word begins with a vowel, they join them together, e.g., Turn_off the music.

a (72) Listen and write six sentences.

b Practice saying the sentences.

5 **SPEAKING**
► **Communication** What's the matter? A p.101 B p.106.
Role-play dialogues.

6 (73) **SONG** Please Don't Go 🎵

Online Practice 17

(Source: American English File 1, 2013, p.17)

The students are presented to the imperatives with a listening exercise and after that they have some structural exercises about how to “make” imperative sentences and how to make suggestions. In exercise 3D they are asked to relate some signs to the imperatives and also say if it is a negative one, using the finite to express the negative polarity as in “Don't take photos”. The giving suggestion part is only presented with the expression “Let's...” what is general; it works but students can be exposed to other manners to do it.

It would be interesting to use these exercises from the book but only to present the aimed language. After using them, the teacher could explore with students other ways to give orders or to make suggestions; students can brainstorm different situations to produce other sentences. The tutor could explore the modals “could” and “should” to

give suggestions, because the expression “Let’s” is not always suitable depending on the situations they are facing. The two mentioned modals can also be used with the orders related to the imperative content.

An activity that might work well would be to take pictures of signs they see during their week and bring them in the next class, so they could explore how they would be said in English. They are supposed to make some sentences with the imperatives and also explore other ways to say it and its polarities and when to use them; if they bring a sign of “no smoking” they could build some ideas like: “you are not supposed to smoke here”, “don’t smoke here”, “you shouldn’t smoke here” or “you can’t smoke here”; to explore some suggestions ideas, from the signs they have they could give suggestions. For the sentence “you can’t smoke here” they could say “what about going somewhere else?”, “let’s go to another place then”, “would you mind going to another place to smoke?” or “we could go to another place to smoke”.

This way, students would work with modal verbs, imperatives and suggestions in different ways and be more prepared to communicate in real-life situations.

The sixth and last activity (see pictures 7 and 8) is from the book Ventures level 2, it is from Cambridge editor and it is usually used for students with level A1⁵.

⁵ Available on: <https://www.cambridgeenglish.org/learning-english/parents-and-children/information-for-parents/tips-and-advice/011-the-cefr/>. Accessed on June, 8th 2019.

Picture 7.

LESSON B You should go to the hospital.

1 Grammar focus: should

Questions				Answers			
What	should	I	do?	You			
		she		She	should	go to the hospital.	
		they		They			

Turn to page 144 for a complete grammar chart.

shouldn't = should not

2 Practice

A Write. Complete the conversations. Use *should* or *shouldn't*.

- A Ken's eyes hurt. What should he do?
 B He should rest. He shouldn't read right now.
- A They have stomachaches. What _____ they do?
 B They _____ eat. They _____ take some medicine.
- A My tooth hurts. What _____ I do?
 B You _____ see a dentist.
- A Mia has a headache. What _____ she do?
 B She _____ take some aspirin.
- A I hurt my leg. What _____ I do?
 B You _____ get an X-ray.
 You _____ walk.
- A I have a bottle of medicine.
 What _____ I do?
 B You _____ read the label.
 You shouldn't keep it in a hot place.






Listen and repeat. Then practice with a partner.

(Source: Ventures level 2, 2014, p.46)




Picture 8.

UNIT 4

B Look at the pictures of Alan. He is gardening. It's very hot. Check (✓) the things he should do.

Drink lots of water. Wear heavy clothes. Take a break.

Use a wet towel. Stay in the sun. Stay in the shade.

Talk with a partner. Look at the pictures again. Change the bold words and make conversations.




A Alan doesn't feel well. What should he do?
B He should **drink lots of water**. He shouldn't **stay in the sun**.
A OK. I'll tell him.

USEFUL LANGUAGE

I'll tell him.
I'll let him know.

3 Communicate

Talk in a group. Read the problems. Give advice.

1. Teresa's wrist is very sore. What should she do?
2. Ed is very hot. He doesn't feel well. What should he do?
3. Susana fell off her chair. What should her mother do?

UNIT 4 47

(Source: Ventures level 2, 2014, p.47)

As it is possible to see in pictures 7 and 8, the activities are from unit 4 and students are being taught to use the modal “should” for advice. Also, they are taught about the negative polarity to use “shouldn’t”.

In page 46 (picture 7), they have a structural explanation to form questions and affirmative and negative sentences answers. To fix this content they have an activity where they are supposed to fill the gaps.

After activity 2A (picture 7) the teacher could play a game with students, so they could practice and explore the structures. The game could be snakes and ladders, where, to roll the die students should form the sentences correctly, they could receive a piece of paper with a situation like in exercise 2A “I have stomachache” and the learners have to explore the three finite polarities and make a question like “What should I do?”, “You

shouldn't eat" for a negative answer and "You should take some medicine" for a positive one. This activity would make them aware of when to use each structure and practice them a little.

After that, our focus should be switched to exercise 3 from page 47 (picture 8). Students are able to practice only three situations. One thing that would be nice to do is to ask students to write some problems they have/had and a pronoun like "I", "he" or "she" in pieces of paper and scramble them all together. After that, each student should pick a "problem" and ask to another one to give a suggestion. For example: Student A pick the paper "He. Broke a leg" and asks student B "He broke a leg, what should he do?" then student B has to give an advice like "He shouldn't move it, he should go to the hospital". This would explore real-life situations they had and practice the content from the unit.

Once the students are used to this, the teacher can explore other ways of giving advice; like using the modal "could" instead of "should" and also briefly explain the use of "have to", which can also be used in this context. After exploring these different ways, it would be possible to brainstorm when to use each one and the different contexts it could have.

If their boss says to them "you should be here 10 minutes earlier" they know that, in this situation, it is not an advice, but a nice way to call their attention. Or if their teacher says "you have to bring a pencil to class" it is not necessarily a rule, but it would be interesting if it happened.

These situations could be explored and used for students to build a dialogue in pairs or trios so they could use these different contexts and use of language in realistic situations to each group.

It is necessary to point that in the FG approach, the use of modals goes beyond what coursebooks usually bring. To further exploration, the teacher could show the students different texts with different contexts of situation, for them to realize the difference between the uses of modals according to the distinct interactions such as: conversation, argumentation and levels of politeness; also between the levels of relationship among people when using different modal verbs with different goals of speech.

4 CONCLUSION

The current paper was a tool to explore how SFG can help teachers to improve some activities from their classes, making them more communicative. In order to get to this, it was necessary to explore the theories authors have about SFG, the differences between methods, approaches and techniques, how CLT and SFG are correlated and also the three metafunctions that SFG has, focusing into the Interpersonal metafunction, which is the one that was explored and used with the coursebook activities analyzed.

It was an incredible experience to explore all these points and the analysis could be done with no difficulties, since SFG exists to help people to understand better how languages work. Teachers can use it to improve their classes and also to help students that see no purpose on learning a foreign language. Using the presented approach it is possible to make more interactive and meaningful classes.

Due to the short time to explore and research about further information of the topic, it was not possible to analyze the theme more deeply; further studies could analyze more activities and in a more complete way, examining with the three metafunctions instead of only the Interpersonal one. But even with only one being the most explored, it was possible to see how it is possible to improve the classes.

Every teacher should be aware of SFG, considering that it does help teachers to improve class planning regarding real life and meaningful situations.

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