**Reflect:**

1. Think about your own experience of learning English grammar. What approach did your teachers use?

2. What are the advantages to students of learning grammar as a set of rules?

3. What are the advantages to students of learning grammar through functions?

4. Might a functional approach to learning grammar leave anything out? If so, what?

5. Which areas of grammar lend themselves best to a functional approach? Why?

**Discuss:**

If you have someone to discuss with, compare your answers. If any are different, think about why.

**Explore:**

1. List three ways in which Collins COBUILD English Grammar can be described as a functional grammar.
2 Identify four different traditional grammar topics and decide how they might be ‘repackaged’ as topics for a functional grammar.

3 Do you agree with either of the following comments? Why? / Why not?

‘It’s much easier to teach grammar as a set of rules. It makes learning and testing more straightforward and it helps students to feel that they’re making progress.’

‘Functional grammar is a convenient get-out for teachers who haven’t studied, and don’t know much about, the rules of grammar.’

4 What advice would you give to a teacher planning to teach a group of upper-intermediate learners using a functional approach to teaching grammar?

5 How might a negotiator soften their message using comparative forms and modals? Give examples.

6 Match the academic English functions on the left with the sentence connectors on the right.

<table>
<thead>
<tr>
<th>Functions</th>
<th>Sentence connectors</th>
</tr>
</thead>
<tbody>
<tr>
<td>indicating further argument</td>
<td>accordingly, as a result, as a consequence, consequently, hence, thereby, therefore, thus</td>
</tr>
<tr>
<td>indicating a similar situation</td>
<td>in order to, so that, lest</td>
</tr>
<tr>
<td>indicating contrast</td>
<td>again, equally, likewise, similarly</td>
</tr>
<tr>
<td>indicating cause</td>
<td>additionally, in addition, also, furthermore, moreover</td>
</tr>
<tr>
<td>indicating purpose</td>
<td>alternatively, in contrast, conversely, even so, however, nevertheless, nonetheless, on the contrary, on the other hand, although</td>
</tr>
</tbody>
</table>

If you have a copy of Collins COBUILD English Grammar, you can check your answers to Questions 5 and 6 in the two sections: ‘The grammar of business English’ and the ‘The grammar of academic English’ towards the end of the book.

Find other blogposts and worksheets at www.collinselt.com/cobuildenglishgrammar