

Grammar

Grammar in context

The trade unionist language learner's previous language learning experience may well have involved the presentation of the grammar of the target language in a normative or prescriptive way. In order to activate this knowledge of grammar, the tutor should contextualise structures in a meaningful way to give the learner an understanding of how the language works. For the beginner, new language structures should be presented within meaningful contexts from the outset. These contexts will be drawn from the learner's work and trade union experience, as well as other interests.

Different learning styles

The situations that are created for the presentation of new grammar points will also depend on the skills and experience of the tutor, and the tutor's perception of the different learning styles within the learning group. Some adult learners adopt an analytical or inductive approach to learning grammar, while others prefer the deductive approach where the rule is presented and explained first, and then applied in examples and practised in exercises. The tutor must obviously respond to the learning needs and styles of the whole group, so will probably employ a judicious mix of both approaches to grammar to ensure maximum effectiveness.



The tutor must respond to the learning needs and styles of the whole group



Strategies for teaching and learning grammar

A variety of techniques in the presentation of grammar can be employed to motivate the learners, and to overcome any resistance there maybe within the group to the idea of 'learning grammar'. These techniques may include discovery, information- or example-gathering activities, question and answer, games, and problem-solving activities.

A combination of language skills in the presentation and practice of new structures will also reinforce the learning process. The tutor can introduce speaking activities, listening activities, as well as visual stimuli, and should avoid concentrating simply on reading and writing. If the grammar point is presented and practised in a variety of ways, using all the language skills, the learner's motivation will be increased as s/he is more likely to see the relevance of the structure s/he is endeavouring to learn.

Using all the language skills in the grammar-learning process will enable the tutor to draw on a wide variety of activities - apart from the normal question and answer or gap-filling type - including the following:

- ❑ role-play
- ❑ short narratives and anecdotes for presenting and practising the grammar within a meaningful context
- ❑ songs and poems where the structure is often repeated
- ❑ use of visual stimuli to explain semantics of a particular point: pictures, drawings, photos, graphics, regalia etc.

Learner confidence in learning new structures can be increased if clearly defined steps are followed in the process:

1. Presentation through deduction or induction, which may be determined by the particular structure being introduced as well as the learning styles within the group;
2. Guided practice of the new structure, controlled initially by the tutor;
3. Communicative activities which provide opportunities for improvisation and spontaneity in practising the new structure;
4. Feedback: revision and consolidation.

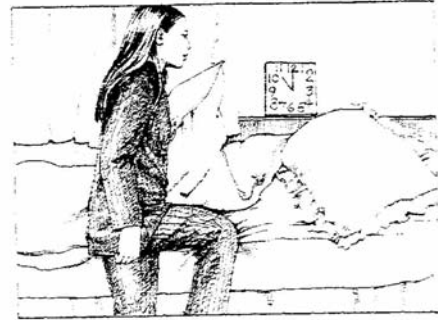
During the practise and consolidation phases of the process, the learner will be encouraged if not all mistakes are corrected, but only those that relate to the new grammar point or which hamper the understanding of the message. This will allow the learner to concentrate on the new structure. Corrections should be made constructively and tactfully, and aimed at the whole group rather than the individual.



Example activities

GRAMMAR

Level 1



Look at the pictures



Exercise 1

What time is it in each picture?

Exercise 2

Now match the times and actions to the pictures.

Picture number	Routine activity
	At 11.00 o'clock I go to bed
	At 8.50 a.m. I go to work.
	I have breakfast at 8.15.
	In the evening I often watch television.
	At 6 o'clock I have my evening meal.
	I get up at 7 o'clock.
	I work until 12.30 and then I have my lunch.

Exercise 3

Talking about food: Quantities

How many?	How much?
I'd like an apple, please. I'd like a banana, please.	I'd like some wine, please. I'd like some cheese, please I'd like some water, please.
I'd like some apples, please. I'd like some oranges, please.	
How many apples? Three, please. How many bananas? Two, please. How many oranges? Four, please.	How much wine? A little, please. How much cheese? A lot, please. How much water? A little, please.



✓ **Note**

How many?

Nouns like **apples, bananas, oranges**, etc. are called **countable nouns**.

How much?

Nouns like **butter, cheese, cream**, etc. are called **uncountable nouns**.

Put the following into the right box:

eggs	yoghurt	chicken	ham
milk	coffee	apples	pears
potatoes	pasta	salad	apple juice
curry	steak	carrots	bread
beer	sugar	tomatoes	rice

How many?	How much?



Now study the following:

How many?

Countable nouns

a kilo of potatoes
half a kilo of apples
500 grams of cherries
a kilo of onions

How much?

Uncountable nouns

a kilo of flour
500 grams of cheese
100 grams of ham
50 grams of butter

In this way we can measure both uncountable as well as countable items.



Level 2

Present simple or Present continuous?

Fill in the gaps with the correct form of either the simple present or the present continuous. Use the short form where appropriate.

Example: I usually smoke but today I'm not (smoking).

1. I usually..... (study) on Sundays but today I.....
.....(not study)
 2. He often..... (drink) beer but tonight he..... (drink)
wine
 3. Our company nearly always..... (make) a profit, but
at the moment it.....(make) a loss.
 4. Usually I (not write) the report, but today I
..... write it.
 5.(live) in Barcelona, where.....you (live) now?
 6. Guisepe..... (play) the piano but tonight
he..... (play) the violin.
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Level 3

Expressing Purpose

- 1** This sentence from the text expresses the purpose of COMETT.

The objective is to reinforce training

Here are some common ways of talking about purpose.

- a **to + infinitive**
*People work **to earn** money*
 - b **in order to + infinitive**
*She went to Paris **in order to represent** her union at the meeting.*
-



c **So as to + infinitive**

*They took a bus to the city centre **so as to avoid** any parking problems.*

d **So that + clause** (subject + verb)

*I'm going to complete the report this week **so that I can have** next Monday off.*

2 The most common way of talking about people's purposes, the reason why they do things, is **to + infinitive**.

Typical mistakes are

- I went to Paris **for learning** French.
- I went to Paris **for learn** French.

In informal style *so that* is more common than *in order to + infinitive*.

Underline the purpose words or phrases in these sentences.

- a People go on diets to lose weight.
- b He's going to do a course in order to improve his qualifications.
- c He spent the summer in Italy so as to improve his spoken Italian.
- d She goes jogging everyday in order to keep fit.
- e He's renting a flat near his office so as to avoid travelling a long distance each day.



3 *Answer these questions in different ways using purpose phrases.*

Example: Why do people wear clothes?

- In order to keep warm.
- So that they look attractive.
- To look fashionable.
- So as to attract attention.

1. Why do people go on training courses?
2. Why do people use traveller's cheques?
3. Why do trade unionists learn English?
4. Why do drivers insure their cars?
5. Why do people join a union?

Rewrite these sentences expressing the purpose of the funding bodies. Use other purpose phrases.

- ❑ LINGUA provides funding in order to promote improvement in foreign language competence.
- ❑ COMETT has been set up to reinforce training in advanced technology.
- ❑ ERASMUS has funded activities so as to promote co-operation between universities throughout the European Union.
- ❑ TEMPUS has provided funds in order to contribute to the improvement of training in Eastern European countries.



Level 4

Simple past or present perfect

Some adverbials are only used with the past, because they indicate a point of time which finished in the past, and others are only used with the present perfect because they introduce a period leading up to the present or recent past time.

Some are used with either.

Study the following carefully:

Adverbials with simple past only	
He phoned her	<ul style="list-style-type: none"> • yesterday (evening etc) • last night/last Tuesday/week • a week/a month etc ago • in the morning • on Saturday/in August/in 1993 • at 7.30 • the other day
Adverbials with present perfect and negative	
He hasn't phoned her	<ul style="list-style-type: none"> • since last week/month/ • since Sunday • yet • so far • up to now • lately
Adverbials with <u>either</u> simple past or present perfect	
He has phoned her He phoned her	<ul style="list-style-type: none"> • This week/month/year • today • recently



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Complete the following sentences with the appropriate form of the verb given in brackets, using the appropriate past tense:

Example:

In the course of history, Europe (sweep) by several (waves) of migration and invariably (find) ways of turning them to advantage.
In the course of history, Europe has been swept by several waves of migration and has invariably found ways of turning them to advantage.

- In the 19th century alone, some 70 million Europeans (emigrate) to the United States, Canada, South America and Australia.

.....
.....

- Throughout this period the European countries of emigration (improve) their economic situation.

.....
.....



In the course of history, Europe has been swept by several waves of migration



Language training for European trade unionists – a guide

- Thus, one way or another, Europe (be) on the winning side of the migratory phenomenon.

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- According to estimates by the Afro-American movements in the United States more than 100 million persons (remove) forcibly from the African Continent by the Slave traders during the 18th and 19th centuries.

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- The intra-European population movements at times (exhibit) dramatic features.

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- In 1843, Ireland (has) 8 million inhabitants; by 1961 this figure gap (fall) to less than 3 million.

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- On account of its geographic situation, Germany (experience) since the most ancient times a constant ebb and flow of population, a trend which (continue) through recent history.

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- ❑ Meanwhile, the mid-fifties (see) the beginning of the demand for foreign labour as a result of which more than five million foreigners currently have legal residence in Germany.

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- ❑ Since the huge increase in world-wide migration in the 19th century, the mass of emigrants (compose) of persons in search of work and fleeing from poverty.

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- ❑ What is new is that the Community countries of both the North and South (become) countries of immigration for emigrants from the poorer areas lying to the East and South.

.....
.....

Compose sentences using the following adverbial phrases of time, taking care to use the correct past tense.

- yet
- since Tuesday
- recently
- lately
- the other day
- a month ago

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