

LEARNING OF GRAMMAR

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- Definition of Grammar
- Importance of learning Grammar.
- Teaching of Grammar – Direct Speech & Indirect Speech
- Interrelation between the four skills and Grammar.
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GRAMMAR



The study that deals with words, phrases and sentences semantically organized.

Grammar names the words and word groups that make up sentences not only in English but in almost any language

Whenever you correct someone's Grammar, just remember that nobody likes you.

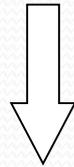
English Grammar

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Language (vocabulary)

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Fluency (Phonetics)



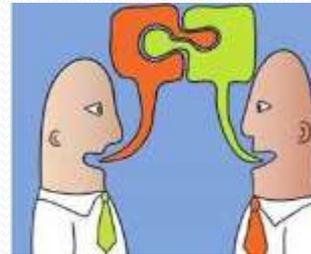
Effective Communication

USES OF LEARNING GRAMMAR

- Talks effectively about language.
- Guides how to build sentences
- Opens a window into the human mind.
- Extends capacity of knowing and learning a specific language.
- Helps us understand what makes sentences and paragraphs clear and interesting, pleasant and precise.
- Sets the standard for the way the language is communicated, and it involves recognition of the role of words, as well as proper structuring of **sentences**.

It combines words, expressions, and sentences in an orderly manner to make communication more comprehensible.

IMAGES



TOPICS IN GRAMMAR

- PARTS OF SPEECH
- TENSES
- NUMBERS –SINGULAR & PLURAL
- VOICE- ACTIVE & PASSIVE
- DIRECT SPEECH & INDIRECT SPEECH
- KINDS OF SENTENCES –SIMPLE, COMPOUND & COMPLEX

LISTENING SKILLS



- Receives sounds and interprets messages.
- Identifies vocabulary sentence structure, understands the spoken language.
- Improves speaking skills of the listener.

DIRECT & INDIRECT SPEECH

DIRECT SPEECH:

- Actual words of the speaker.
- Two Parts : Reporting Verb & Reported Speech.
- “The man said to me,” I have not taken the money.”
- The man said to me : Reporting Verb
- I have not taken the money : Reported Speech.

INDIRECT SPEECH

- It is reporting what somebody has said, not using the actual words
- The tense is changed depending on the tense used in the reporting verb
- The pronouns are also changed.
- We use reporting verbs like 'say', 'tell', 'ask', and the conjunction 'that' to introduce the reported words.
- Inverted commas are not used.

RULE 1

RV Reporting Verb RS Reported Speech
DS Direct Speech INDS Indirect Speech

If the RV of DS is in Simple Present Tense (SPT)/Simple Future Tense (SFT) , there will be no change in the tense while converting the sentence from DS to INDS.

- Eg:
1. She says to me, "I am your best friend."
She tells me that she is my best friend.
 2. The boy will say to his friend, "Your sister has won a prize."
The will tell his friend that his sister has won a prize.
 3. My teacher says, "The earth revolves around the sun."
The teacher says that the earth revolves around the sun.

RULE 2

- If the RV of DS is in Simple Past Tense (SPaT) and the RS has Simple Present Tense, Present Continuous Tense, Present Perfect Tense and Present Perfect Continuous Tense, the following changes take place while converting the sentence from DS to INDS
- SPRT –SPAT, PCT-PACT, PPT-PCT. PRCT-PAPCT

Eg: 1. The man said to me. “ I have not taken the money.”

The told me that he had not taken the money.

2. Seema said to her mother, “ I am doing my project work.”

Seema told her mother that she was doing her project work.

3. My father said, “ Who has taken my key?”

My asked who had taken his key.

4. I said to the lady, “ Do you require any help?”

I asked the lady if she required any help.

5. My teacher said to the boy, “ I have been giving you much time.”

My teacher told the boy that she had been giving him much time.

RULE 3

- If the RV of DS is in Past tense and the RS is in SPAST, PACT, PAPT, PAPCT, the following changes take place:
- SPAT-PAPT, PACT-PAPCT, PAPT & PAPCT – No change.

Eg: 1. I said to her, "You did not prepare well yesterday,"

I told her that she had not prepared well the previous day.

2. The little girl said to her grandmother, "Had you told me this story before?"

The little girl asked her grandmother if he had told that story before.

3. Manoj said, "I was not standing at the bus stop .

Manoj said that he had not been standing at the bust stop.

4. The captain said to the followers, "March fast and attack the enemies."

The captain ordered the followers to march fast and attack the enemies.

5. I said to my neighbour, "Why did you throw the paper at my lawn?"

I asked my neighbour Why she had thrown the paper at my lawn.

EXERCISE

- Change the following sentences from direct to indirect speech:
 1. Rahul asked me, 'Did you see the cricket match on TV last night? '
 2. James said to his mother, 'I am leaving for New York tomorrow. '
 3. I said to him, 'Why don't you work hard? '
 4. He said to her, 'What a pleasant climate!'
 5. The priest said, 'Be quiet and listen to my words. '

LISTENING SKILL & GRAMMAR TEACHING:

- The four skills of English language LSRW called as Macro skills have an integral relation with grammar.
- In each of these skills, there is the use of correct grammar structures so that the learner can understand it easily.
- Without the effective concept of grammar skill, learning of LSRW skills become meaningless.
- At the same time students can acquire grammar fully only by practising the four skills extensively.

ACTIVITES TO PROVE ACQUISITION OF GRAMMAR THROUGH LISTENING SKILL:

ACTIVITY: 1

In this activity the teacher asks the students to point out the errors in the sentences and correct it.

1. I avail the opportunity.
2. If she caught the bus, she will the destination in time.
3. I avoid to go there.
4. She enjoys every moment of her life.
5. I prefer reading than writing.
6. The policeman prohibited the passerby to go there.
7. The child is visiting her grandmother's house daily.
8. She has often watches movies.
9. I am not learning music so far.
10. I asked her that she was going to temple.

SPEAKING SKILL AND GRAMMAR TEACHING:

ACTIVITIES TO PROVE ESSENTIALITY OF GRAMMAR FOR SPEAKING:

ACTIVITY: 1 What's the Question?

This activity makes the students learn interactive language format and correct use of verb forms:

The teacher can divide the students into pairs -A&B. A will give a statement for which B frames a corresponding question.

A: I was buying vegetables in the market.

B: What were you doing at 3.00PM yesterday?

ACTIVITY: Synonyms & Antonyms

This activity teaches the students to learn antonyms and in turn vocabulary.

	WORDS	ANTONYMS
1	JUVENILE	ADULT
2	PROMINENT	INCONSPICUOUS
3	TRANQUIL	TURBULENT
4	GLUM	GOOD-NATURED
5	DESPISE	LOVE



ACTIVITY: LEARNING OF VOCABULARY

This activity will help students learn vocabulary easily and remember as many as possible.

The teacher can ask the students to write down the names of their dearest friends and then make them signify each letter with a vocabulary. In this way they can write at least more than three vocabulary words for each name of their friends.

Eg: RITA – RECTITUDE, INDEGENOUS, TACITURN AND AFFABLE

ACTIVITY: 2 GRAMMATICALLY INCORRECT SENTENCES

This activity teaches students why and how grammatically incorrect sentences become meaningless or changes the idea

The teacher can teach this activity under common errors topic.

Eg: 1. Hall tickets has to checkout then only allow students to write exam.

2. If any dues they have to took permission from principal.

3. If any malpractice has done memo will issued.

4. Where you went yesterday?

5. Why doing like that?

A white, hand-drawn style thought bubble sticker is pinned to a brown corkboard. The bubble has a small tail pointing downwards and to the left. Inside the bubble, the words "Thank you!!" are written in a black, casual, handwritten font. The word "Thank" is on the top line, and "you!!" is on the line below it, slightly indented to the right.

Thank
you!!