

Grammar: To Teach or Not To Teach?

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TEAM, 2016

- **Grammar Topics**

Beginner:

- Parts of speech
- Word Order/ Phrase Structure
- Subject – Verb Agreement
- Simple Sentences (Active/Passive voice)
- Compound Sentences
- Questions

Intermediate:

- Gerunds & Participles
- Complex Sentences
- Compound-Complex Sentences
- Subject-Verb Agreement
- Paragraph Writing

Advanced:

- Pronoun Reference
- Restrictive/ Non-restrictive Clauses
- Ungrammatically formed sentences
- Summary Writing
- Paraphrase Writing
- Essay/Paper Writing

Student-Centered Lesson Plan

Name: Irina Volchok

Date: TBA

Number of students: 18

Level: Low-Intermediate

Class length: 60 minutes

Theme: Cause-Effect Paragraph Writing: The First Conditional

Objectives: a) learn and practice first conditional b) practice the cause-effect paragraph writing

Materials: Attachments #1, 2

Time	Interaction Pattern	Procedure
2 minutes	Class	(Before the class starts, arrange desks so that you have 4 groups of 4-5 people) Welcome students; make any announcements/updates/clarifications; state objectives of the class
5-6 minutes	Class	To warm up, ask student(-s): If you have free time this weekend, what will you do? - Put this question on the board. When finished asking a few students, elicit the tense of both clauses, then elicit what type of sentence it is. Then ask if anybody knows the name of this construction.
15 minutes	Group	Distribute the Attachment #1 and invite students to read the following: Gr. #1 - definition and the first conditional - meaning Gr. #2 - the first conditional - form Gr. #3 - the first conditional - modal verbs <i>will, may, and might</i> Gr. #4 - the first conditional - <i>if and if not</i> . When done, have a student from each group present what they have learned. Summarize the material.
15 minutes	Individual/ Pair/Group	Distribute Attachment #2 (p. 2 only). Tell students to complete the quiz and then compare answers in groups. Review answers as a class. Ask if the first conditional sentences are cause-effect sentences. Tell students to indicate the cause and the effect in the Attachment #2 sentences. Let them compare the answers in groups. Review answers as a class.
20 minutes	Group/Class	Review/elicite the purpose and the structure of a cause-effect paragraph and how unity and coherency are achieved in such paragraphs. Tell students to write a group paragraph of the following topic: If we finish this course successfully, we will ..." Have one student present their group paragraphs.
2 minutes	Class	Wrap-up: ask if they learn and understand the first conditional, what will happen to their writing? Homework: 1) Learn Attachment #1; 2) Write a paragraph on the following topic: "I will travel if I".

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The Flatmates – The first conditional

You can see this language point online at:
<http://www.bbc.co.uk/worldservice/learningenglish/flatmates/episode24/languagepoint.shtml>

A **conditional** is used to talk about a **possible** or **imaginary** situation (**the condition**) and the **consequences** (or **the result**) of it.

The first conditional – meaning

We use the **first conditional** to talk about something that **will happen** (the result), if a particular **condition** (which is **likely to happen**) is met. Because the manager is asking Tim to work in the stockroom, it's **likely** that Tim will do it and that's why we use the **first conditional** here.

In order to get an interview, Tim has to work in the stockroom.

If you do this for me, **you'll have** a chance of promotion.

If Tim works in the stock room, **he will get** an interview.

If Tim doesn't work in the stock room, **he won't get** an interview.

So, the meaning is that if the condition is met (and it's more than 50% likely to happen) then the result will happen.

The first conditional – form

The first conditional is made up of **the condition** (the 'if' part of the sentence) and **the consequence or the result**.

The condition	The consequence or result
If + present simple,	will + base verb
If Tim works in the stock room	he will get an interview.
If you do this for me,	you'll have a chance of promotion.

Note:

The **negative** of **will** is **won't**.

In spoken English **will** is usually shortened to 'll.

You can change the order of conditional sentences:

Tim **will get** an interview **if he works** in the stock room.

or

If he works in the stockroom, **he will get** an interview.

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The first conditional – Modal verbs will, may and might:

When we use **will** in the **result** clause of the first conditional, we are certain that something will happen. It is **definite**.

But we can use **may** or **might** instead of **will**. This means that the consequence is not certain. It is **possible, but not definite**.

I'm not feeling very well. If it rains tomorrow, I'll stay at home.

I'm feeling fine and I've got a car. If it rains tomorrow, I **might** stay at home, or I **may** go shopping. I'll decide tomorrow.

Note:

In the first conditional, there is **no difference in meaning** between **may** and **might**.

The first conditional – If and if not:

In conditional sentences, you don't always use 'if' or 'if not'. You can use '**provided that**' or '**so long as**' instead of 'if'. For example:

If you put down the gun, I won't call the police. =

So long as put down the gun, I won't call the police. =

Provided that you put down the gun I won't call the police. = (**Provided that** is more formal than if)

You can use '**unless**' instead of 'if not'. For example:

If you don't put the gun down, I'll call the police. =

Unless you put the gun down, I'll call the police.

Vocabulary:

to look smart or to be well turned out: to wear good clothes and to have tidy hair

a stockroom: the place where a shop keeps the products that are not on display

no guarantees: no definite promises, nothing is certain

Would you like to try an online quiz about this language point? Go to:

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Or you can download the quiz from:

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The Flatmates – Quiz – The first conditional

You can try the quiz online at:

<http://www.bbc.co.uk/worldservice/learningenglish/flatmates/episode24/quiz.shtml>

For each of the six questions choose the one correct answer.

1. He's such a good student. If he studies hard, he....
 - a) will to pass his exams
 - b) will passed his exams
 - c) will pass his exams
 - d) to will pass his exams
2. She's your best friend. Of course she'll come to your party if...
 - a) you ask her
 - b) you asked her
 - c) you will ask her
 - d) you would ask her
3. ... you work, you won't get paid at the end of the month.
 - a) Unless
 - b) If
 - c) Useless
 - d) If not
4. This letter from the bank says '... you re-pay the money by the end of the month, you will not be charged any interest on the loan.'
 - a) Provision that
 - b) Provider that
 - c) Provided that
 - d) Provide that
5. they come to class every day, they will learn quickly.
 - a) So long so
 - b) As long so
 - c) So long
 - d) So long as
6. I'm not sure. If he ... me, I marry him.
 - a) asks/mite
 - b) asks/might
 - c) ask/will
 - d) asks/will

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The Flatmates – Quiz – The first conditional

Answers

1. He's such a good student. If he studies hard, he....
 - a) will to pass his exams – Wrong - Do you need 'to'?
 - b) will passed his exams – Wrong - Do you need the past tense?
 - c) **will pass his exams – Correct – He's so studious, he's likely to study hard and the result will be him passing his exams.**
 - d) to will pass his exams – Wrong - Do you need 'to'?
2. She's your best friend. Of course she'll come to your party if...
 - a) **you ask her – Correct – It's likely you'll invite her because you two are close and the result will be her coming to your party.**
 - b) you asked her – Wrong - Do you need the past tense?
 - c) you will ask her – Wrong - Do you use 'will' in the condition?
 - d) you would ask her – Wrong - Do you use 'would' in the first conditional?
3. ... you work, you won't get paid at the end of the month.
 - a) **Unless – Correct – 'Unless you work' means the same as 'If you don't'.**
 - b) If – Wrong - This means 'If you work, you won't be paid for your work!'
 - c) Useless – Wrong - Check your spelling! This adjective describes something or someone who's not effective or worthwhile.
 - d) If not – Wrong - 'If not you work' isn't a correct negative structure.
4. This letter from the bank says '... you re-pay the money by the end of the month, you will not be charged any interest on the loan.'
 - a) Provision that – Wrong - 'Provision' means the act of providing something. You need another form of the word 'provide' here.
 - b) Provider that – Wrong – A 'provider' is a person or thing that gives or provides things. You need another form of the word 'provide' here.
 - c) **Provided that – Correct – This is a formal letter so 'provided that' is appropriate here.**
 - d) Provide that – Wrong – You need another form of the word 'provide' here.
5. they come to class every day, they will learn quickly.
 - a) So long so – Wrong – You don't need to use the word 'so' twice here.
 - b) As long so – Wrong – The words are in the wrong order.
 - c) So long – Wrong – A word is missing here.
 - d) **So long as – Correct – This means the same as 'IF'.**
6. I'm not sure. If he ... me, I marry him.
 - a) asks/mite – Wrong – The first answer is right but the second answer is wrong. A 'mite' is actually a small creature!
 - b) **asks/might – Correct – We can use the present simple in the condition and, if we're not definite about our plans, we can use 'may' or 'might' in the result clause.**

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- c) ask/will – Wrong – Both answers are wrong. In the first one, it's the wrong form of 'ask' and in the second one, we don't use 'will' after saying 'I'm not sure'.
- d) asks/will – Wrong – The first answer is correct but in the second one, we don't use 'will' after saying 'I'm not sure'.

Would you like to look at the language point that this quiz was based on? Go to:
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Name: Irina Volchok

Date: TBA

Number of students: 18

Level: Low-Intermediate

Class length: 60 minutes

Theme: Deductive Reasoning (DR); Participles and gerunds

Objectives: a) learn deductive reasoning b) learn the difference between gerunds and participles c) practice deductive reasoning and recognition of gerunds/ participles

Materials: Handouts #1, #2, #3, #4, #5

Time	Interaction Pattern	Procedure
3 minutes	Class	(Before the class starts, arrange desks so that you have 4 groups of 4-5 people.) Welcome students; make any announcements/updates/clarifications; state objectives of the class
2-3 minutes	Class	To warm up, ask students what is reasoning (an act of thinking in a logical manner).
10 minutes	Individual/Group /Class	Next, distribute the Handout #1. Upon finishing the exercise, ask students what deductive reasoning is (reasoning that moves from general statement to more specific). Ask them to record it on the Handout #1 (space provided). Next, tell students that an example of such a reasoning would be parts of speech. Elicit the definition/description of parts of speech. Summarize. Ask whether it is general or specific (general). Then, ask to give an example of specific (nouns, verbs, or/and others).
10 minutes	Group/Class	Tell students that in the next activity they will learn about two other parts of speech: gerunds and participles. Distribute Handout#2 to groups 1 and 3 and Handout #3 to groups 3 and 4. Allow 5 minutes to study the handouts, then pair up groups 1 & 3 and 3 & 4 to exchange what they learned.
16 minutes	Individual/ Group	Tell students that they have learned that a gerund is a noun, and a participle is an adjective. Elicit definitions of nouns and adjectives. Summarize the definitions and add that nouns can mean processes such as reading or writing, and they end in -ing. These nouns are called gerunds. Let's apply deductive reasoning to define the word <i>knitting</i> . <i>Knitting</i> is a noun that means a process and ends in -ing. Gerund is a noun that means a process and ends in -ing. Therefore, <i>knitting</i> is a gerund. On the other hand, adjectives describe nouns, and if an adjective ends in -ing or -ed/en, it is a participle. Therefore, in <i>a written book</i> , <i>written</i> is a participle (use the board to note the characteristics of nouns vs. gerunds and adjectives vs. participles as well as examples).
13-16 minutes	Group	Distribute the Handout #4. Go over the directions. Allow 5 minutes for the completion of the exercise. Tell students to check their answers with peers. Review answers as a class. Tell students to compose 10 sentences: 5 with gerunds and 5 with participles. When done, students exchange their sentences and check them using deductive reasoning. Circulate while students working.
3-4 minutes	Class	Wrap-up: Discuss students' experience using deductive reasoning in defining gerunds and participles. Homework: Handout #5 <i>***In subsequent classes, I would talk about gerund and participle phrases, nouns and verbs that have the same roots(e.g., a focus vs. to focus on) and how to differentiate among nouns/gerunds/ participles/ verbs by using deductive reasoning.</i>

Handout #1

Look at the sentences below and guess the meaning of the underlined word:

My salary was deducted: I used to earn \$15 per hour, but now, it is \$14.5 per hour.

For all late assignments, the mark deduction is 5% per each day.

Deducting benefits from the government health plan benefits private health service.

The meaning of the underlined word is _____.

The meaning of Deductive Reasoning is _____.

Handout #2

Gerunds

A gerund is word that is formed from a verb and -ing and behaves as a noun. Typically, gerunds denote processes, for example:

chewing = to chew + ing

listening = listen + ing

speaking = speak + ing

buying = buy + ing

owing = own + ing

Consider gerunds in sentences below:

Reading is my favourite activity.

Yesterday, I spoke to an agent about owning a house.

Meeting new people may open up new possibilities.

Attending classes is necessary in order to complete the course.

John spent three hours working on the assignment.

Receiving a Canadian citizenship means living in Canada for at least three years.

Note that because gerunds behave as nouns, gerunds can appear in the subject or object position in a sentence.

Handout #3

Participles

A participle is a word that is formed from a verb and -ing/ed/en and behaves as an adjective. When a participle ends in -ing, it is called a present participle. If a participle ends in -ed/en, it is a past participle. Look at the following examples:

a good looking man

a proven result

a written letter

a divided room

a listening activity

Consider participles in sentences below:

A filled in^{PAST} citizenship form was in the envelop.

A laving down^{PRESENT} African lion looked powerful and loyal.

Five divided^{PAST} pieces of dough were raising.

Everybody is doing a reading^{PRESENT} activity.

A cut^{PAST} towel can be used as cleaning rags.

Handout #4

Exercise #1: Using deductive reasoning, indicate the present participles and gerunds in the following sentences.

1. He has ruined his lungs by smoking.
2. Asking questions is easier than answering them.
3. We saw a clown standing on his head.
4. He hates spending money.
5. Waving their hands, the spectators cheered the runners.
6. We are fighting a losing battle.
7. It is freezing cold.
8. We are confident of winning the election.
9. The boy cried thinking that he would be whipped.
10. Can you teach me painting?!

Exercise #2: Complete the sentences with the gerund form of the verbs in parentheses.

1. She is good at (dance) _____.
2. He is crazy about (sing) _____.
3. I don't like (play) _____ cards.
4. They are afraid of (swim) _____ in the sea.
5. You should give up (smoke) _____.
6. Sam dreams of (be) _____ a popstar.
7. He is interested in (make) _____ friends.
8. My uncle is afraid of (go) _____ by plane.

¹ Sentences are taken from <http://www.englishgrammar.org/gerunds-present-participles/>

9. We insist on (cook) _____ the dinner ourselves.²

Exercise #3: Complete the sentences with the past participle form of the verbs in parentheses.

1. The (determine) _____ students have been working on this exercise.
2. John submitted his (finish) _____ assignment on-time.
3. This (advertise) _____ product is very popular.
4. A (paint) _____ big box seems to contain many presents.
5. That student could not write with a (break) _____ pen.
6. A (write) _____ exercise was difficult, but interesting.
7. To make omelets, mix two (beat) _____ eggs with some milk and salt.
8. A (bite) _____ spot on his hand was bleeding.
9. A newly (renovate) _____ was sold fast.

Handout #4

Answer Keys

Exercise #1

1. Smoking – Gerund
2. Asking – Gerund
3. Standing – participle
4. Spending – gerund
5. Waving – participle
6. Fighting – participle
7. Freezing – participle
8. Winning – gerund
9. Thinking – Participle
10. Painting – gerund

Exercise #2

1. dancing
2. singing
3. playing
4. swimming
5. smoking
6. being
7. making
8. going
9. cooking

Exercise #3

1. determined
2. finished

² <https://www.ego4u.com/en/cram-up/grammar/infinitive-gerund/exercises?21>

3. advertized
4. painted
5. broken
6. written
7. beaten
8. bitten
9. renovated

Handout #5

Read the text below and select gerunds and participles.

In science, researchers typically use two ways of arriving at a conclusion: deductive reasoning and inductive reasoning.

When a researcher works from the more general information to the more specific, this is when they use deductive reasoning. Occasionally, deductive reasoning is called a "top-down" approach since researchers begin at the top of the topic and move down to a very precise conclusion.

For example, a determined researcher usually starts with a theory about an attracting topic. Then, he will narrow down that topic into more specific statements that can be tested. These narrowed statements are further specified after the researcher completes his tests. This, consequently, helps the above mentioned researcher with confirming or refusing his narrowed statements.

An instance of deductive reasoning can be seen in this set of statements: Every day, I leave for work in my car at eight o'clock. Every day, the drive to work takes 45 minutes I arrive to work on time. Therefore, if I leave for work at eight o'clock today, I will be on time.

Inductive reasoning, on the other hand, works the opposite way, moving from specific observations to broader generalizations and theories. This is sometimes called a "bottom up" approach. The researcher begins with specific observations and measures, begins to then detect patterns and regularities, formulate some tentative hypotheses to explore, and finally ends up developing some general conclusions or theories. An example of inductive reasoning can be seen in this set of statements: Today, I left for work at eight o'clock and I arrived on time. Therefore, every day that I leave the house at eight o'clock, I will arrive to work on time.³

³ Adapted from <http://sociology.about.com/od/Research/a/Deductive-Reasoning-Versus-Inductive-Reasoning.htm>