Grammar is used whenever we speak or write. When we want to communicate a message we use this system to encode our ideas so that others understand what we are saying. Students need to learn how this system works so that they can combine and sequence words to form meaningful sentences. Therefore, it is important that teachers familiarise themselves with the way this system works so they can help and guide their learners. The task below is an introduction to some of the different component parts of the grammatical system.

## CELTA Online Orientation Task 14: Grammar

Here are some excerpts from the CELTA trainees’ comments. Look at the underlined parts of the sentences and match them to correct parts of speech below.

|  |  |
| --- | --- |
| A. auxiliary verb | *I wouldn’t say I’m a hundred percent confident.* |
| B. noun | *I did a lot of grammar research before I started the course.* |
| C. definite article | *I did a lot of grammar research before I started the course.* |
| D. indefinite article | *I have a framework to work within.* |
| E. adverb | *I was very nervous.* |
| F. adjective | *I was a bit apprehensive.* |
| G. subject pronoun | *I still continue to research grammar.* |
| H. preposition | *I didn’t know much about the grammar rules.* |
| I. verb in the infinitive | *We have been taught how to plan beforehand.* |
| J. pronoun | *It’s been challenging to learn the way it is now taught.* |

**Commentary**

It is important to emphasise that teachers are not expected to know everything about the grammatical system when they start teaching. However, it is necessary to research carefully any grammar you plan to teach before your lesson so that you can help the students learn effectively. This can be done using the grammar reference section in your coursebook, grammar reference books and dictionaries.