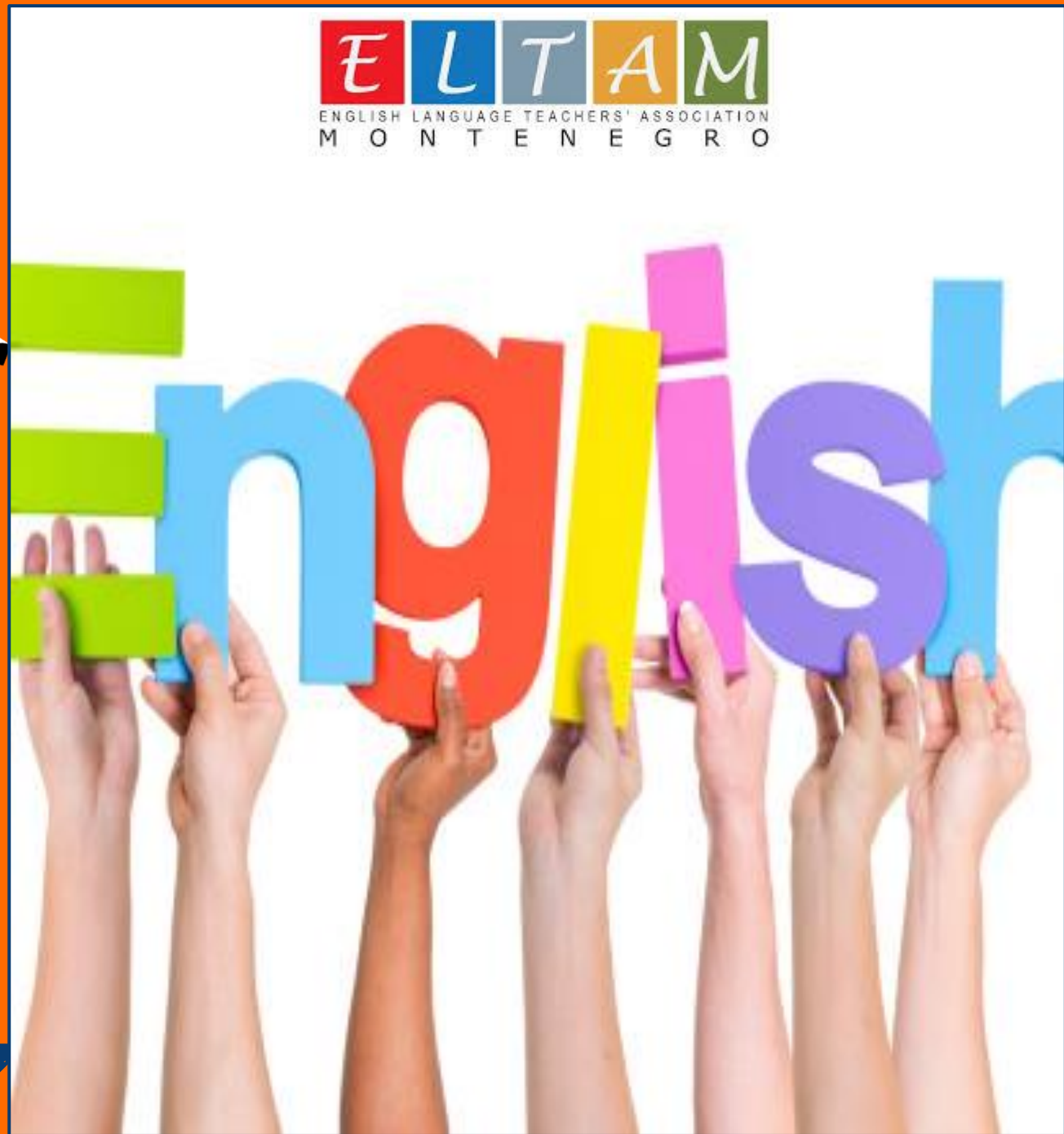




Fun Grammar Activities & Strategies

By Marija Lazarević
& Nataša Bešović

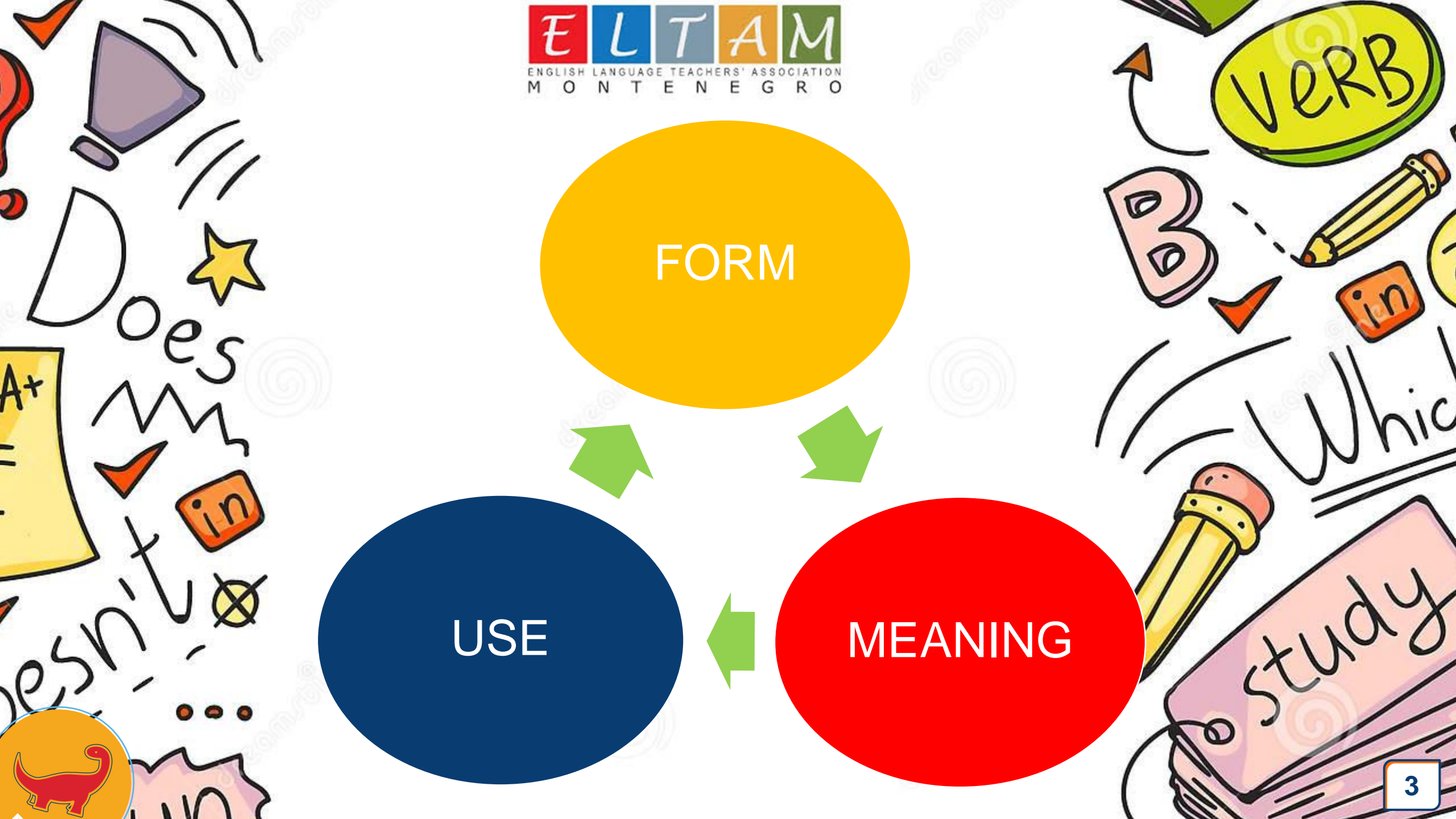
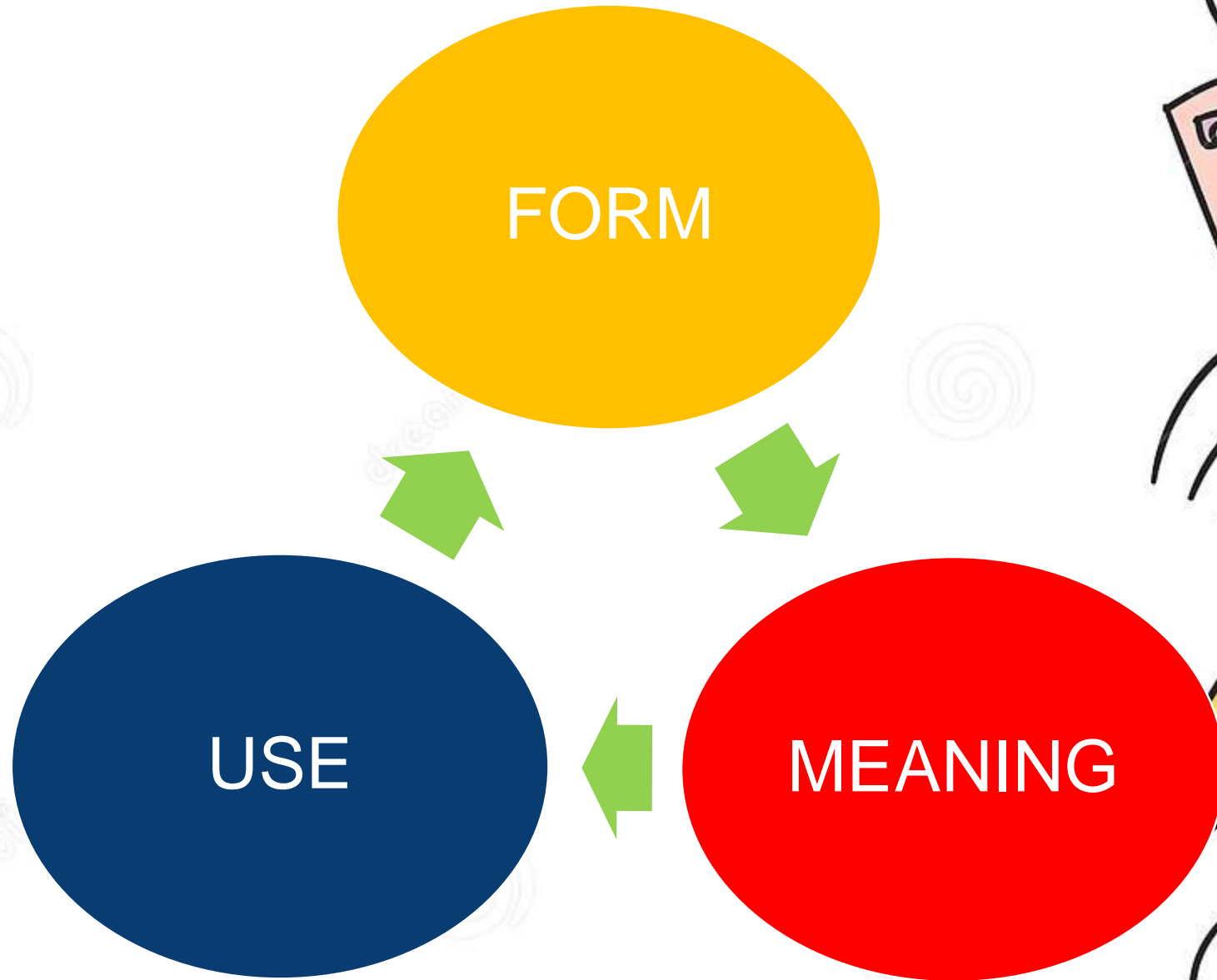


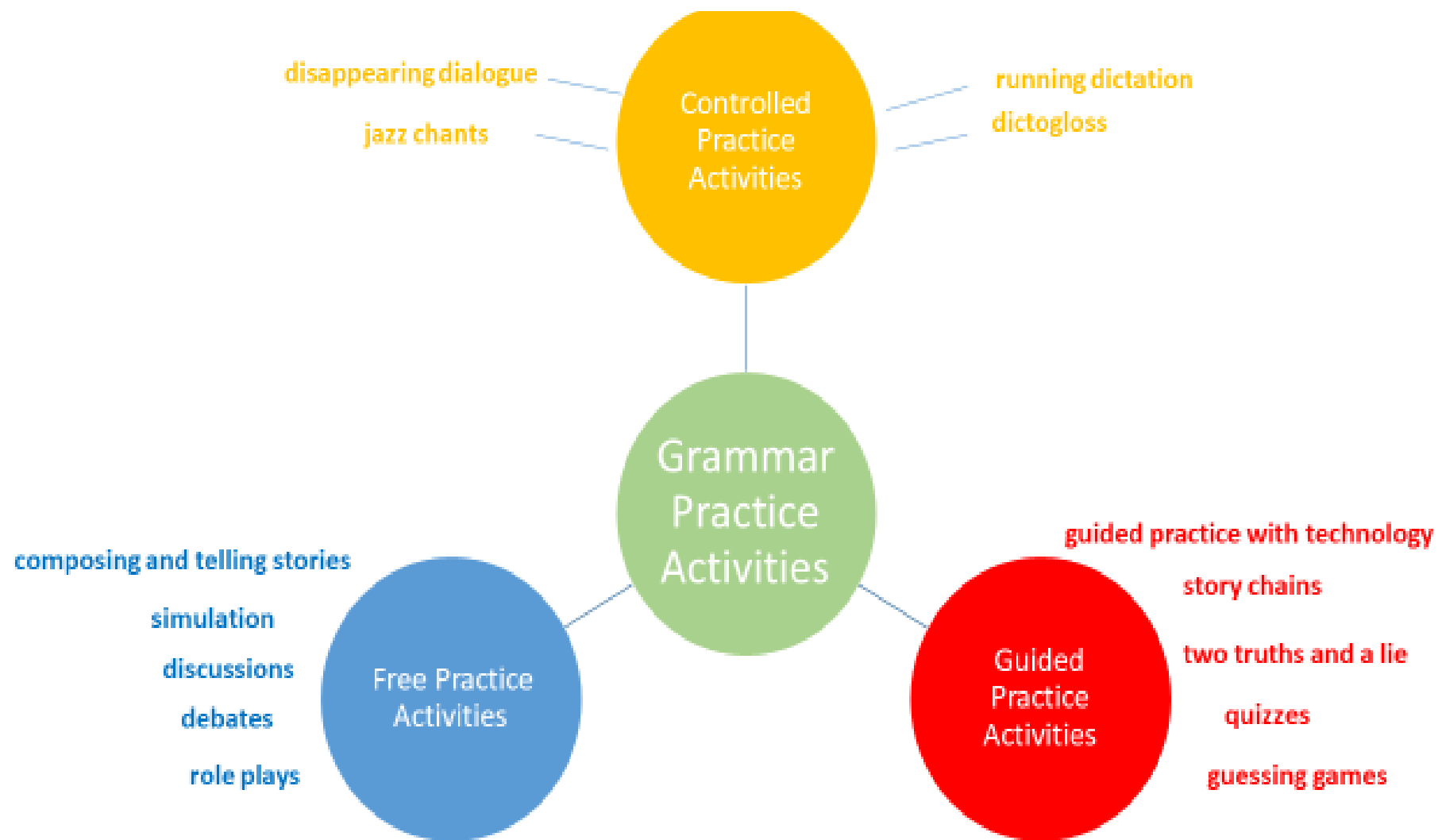
Practice makes perfect !



- **Students** - use the language from the beginning rather than learning about the language with the hope that later on they can apply knowledge of the rules in an active way.
- **Teachers** - provide students with an opportunity to use grammar structures in meaningful and engaging activities.

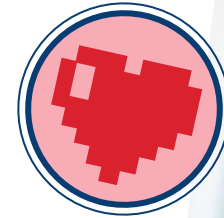






Controlled Practice Activities

- **Repetition** - students are asked to repeat what the teacher has said or what they have heard.
- **Drills** - students repeat structural patterns through oral practice.



Controlled Practice Activities

- **Repeat in the manner of the word** Ask students to repeat a sentence with the target grammar item softly, loudly, sadly or happily.
- **Disappearing dialogue** Write a dialogue on the board and give students some time to practice it. After the students are comfortable with the dialogue, omit a word or phrase and ask students to perform it. This time they have less of a written record and are required to remember the dialogue. Repeat the above stage until all the dialogue has gone.



- **Running dictation** Write a short text on some paper and paste it on the wall. Students work in groups. Each group's representative reads the text line by line. The representative then dictates the line back to their group. They go back and forth, reading and dictating, until their group finishes. The group that finishes first is the winner.
- **Jazz chants** One more way to work with the target grammar is to create jazz chant. They work for English as a 'rhythmical' language and help to focus on accuracy in a fun way. Accompanied with clapping and/or stomping, chanting does not need any equipment and can boost energy and bring laughter into a 'serious' grammar.



Dictogloss

Task 1



- I'll read a short text once or twice at a normal speed. Your task is to listen carefully and try to understand what I'm reading. While listening, you can take notes by listing the key words.
- After listening, I'll divide you in 2 groups-breakout rooms (you can make as many groups as you want) and try to reconstruct the text as accurately as possible by sharing the information you've got.
- Finally, I'll invite you in the main room to read your text reconstruction. Then I'll read the original text again. the group whose text is the closest to the original one is the winner.

(Target grammar: past tenses!)

Dictogloss

Task 1



★★ Kara Walton of Delaware went to court to get damages for something that was her own fault. She sued the owner of a night club because she had fallen from a bathroom window and lost her two front teeth. Why was she climbing through the window in the club? Was the door blocked? No, it was because she didn't want to pay the \$3.50 for using the toilet!

Guided Practice Activities

- **Story chains** The students sit in a circle. The first student says: My name is Joan and in my free time I play the piano. The next student has to say: Her name is Joan and in her free time she plays the piano. My name is George and in my free time I read books.



- **Guessing games** The students have to find out what a mystery object is, or who a mystery person is, by asking 20 YES/NO questions.



- **Two truths and a lie** Tell the students to write down three sentences about themselves - two true sentences and one that is a lie. Each of the sentences should contain the target grammar structure (e.g. I have /haven't done this; I'd like to...I wouldn't like to, etc.).



Two truths and a lie

Task 2



- Prepare two truths and one lie about your past/childhood/career... use *used to* and *would*.
- Others should guess the lie by using speculations (*You can't have done that, You must have seen that....*)

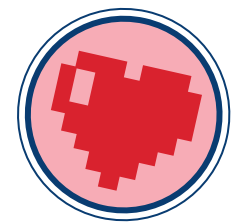
(Target grammar: used to/would and modals for speculation !)



Conclusion

- Teachers should provide students with frequent practice in both understanding and producing the newly learned forms.
- Practice activities should target the most probable learning difficulties

- Practice activities should be meaningful and engaging: students should use the target structure to engage in communication or express their own views.



Caption lorem ipsum

Thank You

Marija & Nataša

marija.lazarevic@eko-pg.edu.me

natasa.besovic@gim-pg.edu.me

