



PART 7

(1 hour & 30 minutes)

BELL Beyond's

ONLINE TEACHER COURSE

2018/19

7 – Making Grammar Fun

English Language grammar can be a little scary for both students and teachers.

Of course, for exams and tests, and to improve writing and speaking in English, your students NEED to study grammar.

We know that lots of people think that grammar lessons cannot be fun – here at BELL, we know that you CAN make learning grammar **FUN** for your students.

How can we **MAKE GRAMMAR FUN** for students?

- INTRODUCE COMPETITION
 - We all know that Italian students (and teachers!) can be very competitive. You should introduce **FUN** activities and games that include competition during your grammar lessons.
- *COMPETITION will engage and motivate your students to participate and learn.*

- INCLUDE CHALLENGES

- Teaching and learning grammar does not have to involve memorising structures or rules all of the time. You should be creative and get students to complete **FUN** challenges, individually or in groups.

- ***CHALLENGES** will keep your students interested and engaged for longer.*

- VARIETY IN YOUR LESSONS

- When teaching grammar, you may have to follow a more traditional, formal structure during your lesson (textbooks, writing exercises etc.). You should include **FUN** activities that involve **COMPEITION** and **CHALLENGES** throughout the lesson.

- ***VARIETY** will help to keep your students focused and will motivate your students.*

COMPLETE the **Quiz #7** on how to make grammar fun.

FUN GRAMMAR Activities –

Below you will explore activities and games that are fantastic to include during your grammar lessons to introduce COMPETITION, CHALLENGES, and VARIETY, to help you MAKE GRAMMAR FUN!

WORD TO WORD

This activity is adapted to focus on –

ADJECTIVE WORD ORDER

At BELL, we have developed a crazy and fun acronym to help you remember the adjective word order in the English language:

On	Opinion
Sundays	Size
Animals	Age
Sometimes	Shape
Climb	Colour
Over	Origin
Mountain	Material
Peaks	Purpose

- Divide your class into teams of four.
- Students must line-up in their teams, and stand opposite a piece of paper.
- As the teacher, you will say an object out loud.
- On the count of “GO!”, students must relay race to write an adjective for the object, as a team following the correct adjective word order e.g. The 1st person will write an opinion adjective, the 2nd person will write a size adjective, the 3rd person will write a colour, and so on.
- The first team to finish their list of words correctly wins!
- Read aloud all teams’ answers to make sure the adjectives link to the object.

For example:

“hat”

lovely, big, vintage, round, purple, French, wooly, winter

- *You can reduce the number of adjectives in the list for low-level students.*

You could focus on the following adjective types:

- Size
- Colour
- Purpose

This activity is fantastic to introduce competition into your lessons, and to help the students expand their vocabulary, learning new words from other students and teams.

WHAT'S THE QUESTION?

This activity is adapted to focus on –

W-H QUESTIONS

- Read aloud the **answer** to a question.
- Students must write down what they think the **question** could be.
- Ask students to read aloud their questions and award points for questions that have the correct structure and match the answer.
 - *It is possible that an answer has more than one question.*

For example:

ANSWER	QUESTION
<i>It is 3 o'clock</i>	<i>What time is it?</i>
<i>I am good, thank you.</i>	<i>How are you?</i>
<i>My name is Rosie.</i>	<i>What is your name?</i>

- *You can think of more difficult answers to questions for high-level students.*

You could focus on verb tenses:

ANSWER	QUESTION
<i>I <u>had read</u> at least 100 books by the time I was twelve.</i>	<ul style="list-style-type: none"> - <i>What <u>had you done</u> by the time you were twelve?</i> - <i>How many books <u>had you read</u> by the time you were twelve?</i>
<i>I <u>will be eating</u> hotdogs while watching the football.</i>	<ul style="list-style-type: none"> - <i>What <u>will you be doing</u> while watching the football?</i> - <i>What <u>will you be eating</u> while watching the football.</i>

- You can focus on just one question type each time you lead this activity:

- Who...?
- What...?
- Where...?
- When...?
- Why...?
- How...?

This activity is brilliant to challenge the students and get them thinking about alternatives, encouraging creativity.

STOP THE BUS

This activity is adapted to focus on –

VERB TENSES

- Students draw four columns on their paper and write a **verb tense** at the top of each column (e.g. simple past, simple present, simple future).
 - *It is best that students work together in small groups.*
- As the teacher, you say an **infinitive verb**.
- Students race to write the verb correctly in each of the tenses, in each of the columns.
- When students have written the verb in every column, they shout “STOP THE BUS” and every other student has to stop writing.
- Check the verbs written by your students, and allocate one point for every correct verb in each column.

For example:

	SIMPLE PAST	SIMPLE PRESENT	SIMPLE FUTURE
<i>To read</i>	<i>I read</i>	<i>I read</i>	<i>I will read</i>

- *You can add more columns or different tenses depending on your students' level.*

Some good ideas include:

- Present 3rd person singular (*He/She reads*)
- Past continuous (*I was reading*)
- Present continuous (*I am reading*)
- Future continuous (*I will be reading*)
- Past perfect (*I had read*)
- Present perfect (*I have read*)
- Future perfect (*I will have read*)
- Past Perfect Continuous (*I had been reading*)
- Present Perfect Continuous (*I have been reading*)
- Future Perfect Continuous (*I will have been reading*)

This activity is great to improve teamwork skills, introduce competition, and challenge the students in groups.

COMPLETE the *Evaluation*.

Lead one of the grammar activities with one of your classes.

Fill-in the feedback form to evaluate the activity.