

Teaching English Africa webinar

Teaching Grammar indirectly

16 March 2024



Housekeeping items

Chat

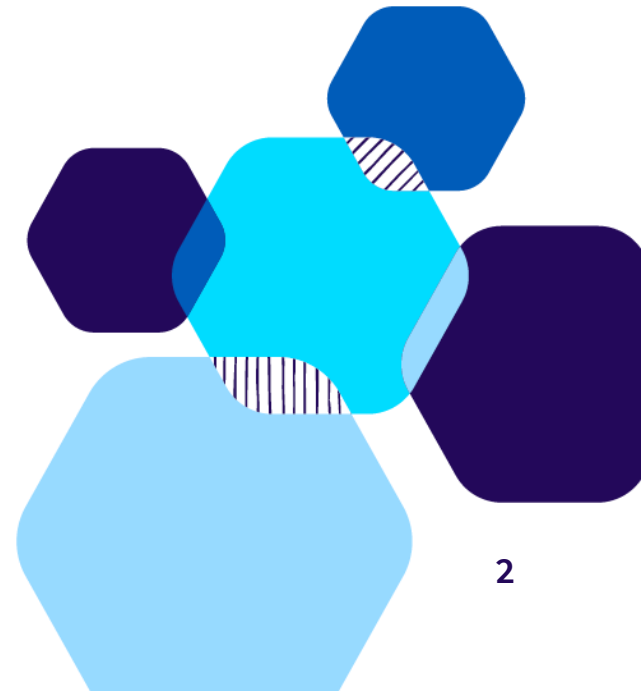
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Recordings

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Meet Your Presenters

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Session aims

By the end of this session you'll have:

- Discussed common issues with grammar for teachers and learners
- Looked at general strategies for teaching grammar in a more engaging way
- Been introduced to some activities for teaching grammar

Teaching Grammar with Confidence: Introduction

What problems do you have with teaching grammar?

What problems do your learners have with learning grammar?



General Strategies for Teaching Grammar

My colleague said this:

“My learners find grammar lessons boring. How can I make teaching grammar more engaging?”

What could you say to this teacher?

Write your answers in the chat.



General Strategies for Teaching Grammar

Concept Checking

Use simple sentences to introduce the grammatical concept and ask concept checking questions (CCQs) to check understanding instead of explaining rules explicitly. You can use examples from their daily life or from familiar situations to make this concept more relatable.

Example:

“Even though it rained heavily, we went out for a walk.”

CCQ1: Did it rain?

A: Yes.

CCQ2: Did they go for a walk?

A: Yes.

CCQ3: Is it strange or normal to go for a walk when it rains? A: Strange

CCQ4: Do we use ‘even though’ to contrast information or add? A: contrast



General Strategies for Teaching Grammar

Guided Discovery

Present the learners with a context or situation, such as a dialogue or a short story, and ask them to identify specific grammatical structures. Provide guiding questions to help them analyse and understand the patterns or rules in the language.

Guiding Questions

Which markers do we use to add information?

Which markers do we use to contrast information?

Use the Inductive Approach

Don't tell the grammar rules to the students. Instead, provide learners with a set of examples sentences and ask them to observe and analyse the patterns on their own. Ask them to write their own rules or explanations based on their observations on their note book.



General Strategies for Teaching Grammar

Team Work Learning:

Ask the learners to share and discuss their rules in a pairs or groups in order to facilitate discussion, peer learning, as well as a deeper understanding of grammar rules.

Contextualize Grammar Exercises:

Design grammar exercises that include grammar points in a meaningful contexts, such as reading passages or dialogues.

Practice before you teach:

Get the learners to do a task testing what they know before you teach them the grammar point. This means you only focus on their errors and what they need rather than everything about the grammar point, some of which they might already know.



Activities for Teaching Grammar: Talking About Chores

Look at the pictures. What grammar point can you use them to teach?



Activities for Teaching Grammar: Describing Chores

Stage 1: Preparation

Before the lesson, prepare pictures of people doing some chores, e.g. washing plates, sweeping, mopping, cleaning, washing cars, etc. and cards with the words written out on to match.

Stage 2: Lead in & Vocabulary

Show the learners the chores one by one and asks the learners what chores they can see. Get the learners to repeat the words after you. Bring out more flashcards with the words written on them, say the word and ask the learners to match the word to the picture. Finally, get the learners to repeat the words after you.

Stage 3: Practice

Act out some of the chores written on the board to the class and ask the learners to guess what word you are acting out.

Pair the learners up. One learner does the action/chore while the other says the word. Then they swap roles and, if time, partner.



Activities for Teaching Grammar: Describing Chores

Stage 4: Grammar

Write a number next to each flashcard on the board and say full sentences about the flashcards using the present continuous. For example, The girl is sweeping the floor.

Learners shout the number that matches the teacher's sentence. Then the teacher says the sentences again and asks the pupils to repeat after her.

Finally, write full sentences on the board and ask the pupils to match the pictures to their right sentences. If possible, use different colours for each type of word (black for the subject, blue for be and red for the main verb) to help the learners see the difference.

Stage 5: Grammar Practice

Draw a scene of action taking place in a home of people doing different chores. Alternatively, share a picture of a scene. Encourage the learners to say what is happening in the picture and write some example sentences under the picture. Ensure the actions are the same as the ones presented in Stage 2.

Next, ask the learners to draw their own scene of action taking place in their home. Encourage them to write the action that is taking place underneath the drawing using the present continuous. As they work, give assistance where necessary. For feedback, ask the learners to stick their drawings around the room and decide which one is best. Alternatively, ask them to describe their drawings to each other.



Activities for Teaching Grammar: Talking About Chores

Look at the chores again. Which ones do you do?



Activities for Teaching Grammar: Talking About Chores

Stage 1: Preparation

Before the lesson get some pictures that show people doing chores, such as washing dishes, tidying rooms, etc.

Stage 2: Contextualisation

Start the lesson by sharing the pictures and asking the learners what chores they can see or what is happening in the pictures. Ask if they do and/or like these chores, and who does them in their house

Next, read the following text, or a similar one, out to the students or ask them to read/listen and answer the questions:

- *Is your mother the same as this mother ?*
- *Does she make you do things you do not love?*

Text:

My mother makes us wake up early in the morning and clean the compound. She makes us wash all the clothes and fetch water. She also makes us revise our lessons to get prepared for Monday. I hate it!

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Activities for Teaching Grammar: Talking About Chores

Stage 3: Noticing

Ask the students to look at the text and underline all the verbs. Elicit and board an example sentence and then elicit the structure of the grammar. For example:

My mother makes us wake up early

S + make + someone + do (verb inf.) + something

Stage 4: Presentation

Ask concept checking questions to check the learners understand the meaning. For example:

- Do you wake up on your own? (No)
- Does your mother wake you up? (Yes)
- Do you like it or not? (Probably not)



Activities for Teaching Grammar: Talking About Chores

Stage 5: Mechanical Practice

Write some sentence stems on the board. For example, *My mum makes me...*, *My dad makes me...*, *My teacher makes me...*

Ask the learners to complete the sentences with their ideas. Extension: Ask the learners to read their sentences to their friends and find out if they have any ideas in common.

Stage 6: Communicative Practice

Ask the students to write questions for a survey using the grammar point and different people. Give examples and write them on the board: Does your father make you wash the dishes?

The students then write five questions and ask their friends. If their friend answers yes, they write a tick next to the question, if no a cross.

Extension: Students make a bar chart based on the information they collect and write a description of it, e.g. In my class five people said their mother makes them wash the dishes.



Activities for Teaching Grammar: Identifying parts of speech

Stage 1: Lead in/pre reading

Set the topic for the lesson, and then choose a text. Create and ask your learners some personal questions about cooking the topic.

Stage 2: Reading to contextualize the grammar

Ask some basic comprehension questions about the text.

Stage 3: Noticing

Ask the learners to find the grammatical elements you want them to focus on in the text.

For young learners, they could do a noticing activity by circling or coloring nouns, verbs or any grammar element you want them to focus on.



Activities for Teaching Grammar: Identifying parts of speech

Stage 4: Practice

1. **Sentence building:** ask students to write sentences related to the lesson topic. This could be using an adjective to describe a person.
2. **Gap fill sentences.** Here, ask a student to make a sentence and then leave gap for the another student to fill.
3. **Sentence scramble:** for this, the teacher provides a set of words that form a sentence when grammatically arranged and ask the students to unscramble it. For example, “attended the she wedding.

Stage 5: chain story

Divide the class into groups and have them create a story based on the topic of the lesson. Each member should contribute to the story. One writes a sentence and then the next person writes another until all have written to complete the story.

Swap stories and and identify how grammatical elements have been used in the story. To make it more fun, provide a range of words to be used for the story and let each group identify how the other has used the grammatical elements in their story.

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Activities for Teaching Grammar: Identifying parts of speech

Last weekend, I had planned to take off for a relaxing camping trip in the mountains. However, as luck would have it, my car unexpectedly broke down on the way. Frustrated and stranded on the side of the road, I had to call a tow truck to pick up the vehicle.

While waiting for the tow truck to arrive, a kind stranger came across me and offered to help. It turned out that she was a mechanic and volunteered to take a look at my car. With her expertise, she quickly identified the problem—a simple issue with the battery. She managed to fix it on the spot, saving me from a hefty repair bill.

Grateful for her assistance, I asked if there was any way I could repay her kindness. She mentioned that she was planning a trip and needed someone to look after her cat. I gladly agreed, and we exchanged contact information.

With the car breakdown behind me and the unexpected encounter with the helpful stranger, my camping plans were temporarily put off. However, the silver lining was the new connection I had made. As we chatted, she brought up interesting stories from her travels, sparking my interest in exploring new destinations.

In the end, what seemed like a series of unfortunate events turned into a positive experience. I not only got my car fixed but also made a new friend. Life has a way of surprising us when we least expect it, and sometimes, even a breakdown on the side of the road can lead to unexpected connections and adventures



Activities for Teaching Grammar: Identifying parts of speech

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Activities for Teaching Grammar: Figures of Speech

What is the difference between parts of speech and figures of speech?

Typical Figures of Speech	
Alliteration	
Personification	
Onomatopoeia	
Simile	



Activities for Teaching Grammar: Figures of Speech

Read the text and find examples of personification, alliteration, simile, onomatopoeia?

Text: A Day at the Beach.

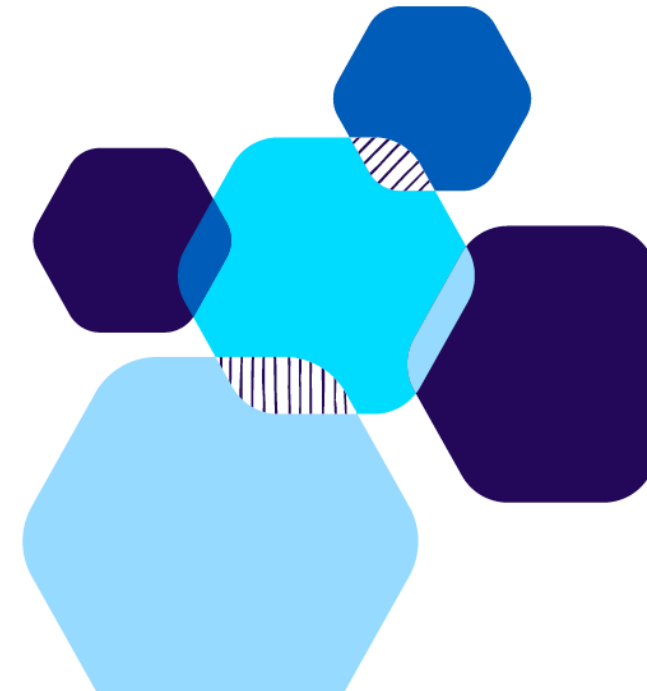
Last week Sunday was one of our hottest days. My cousins and I decided to spend the day at the beach. We could not wait to get there. Our car screeched to a halt at the sight of the sea. We raced to the waves and the icy-cold water of the Atlantic cooled us down immediately. We played like dolphins until we were exhausted. Our picnic basket welcomed us with thirst quenching drinks, chicken sandwiches and delicious seasonal fruit. We talked about how we will always remember this day before we walked at a snail's pace to the car.



Activities for Teaching Grammar: Figures of Speech

What is the difference between parts of speech and figures of speech?

Typical Figures of Speech	
Alliteration	Repetition of consonants
Personification	Giving an inanimate object a human quality
Onomatopoeia	A sound word
Simile	A comparison using like, as or than



Activities for Teaching Grammar: Using Poems

What do you think about when you see this?



Activities for Teaching Grammar: Using poems

Look at the poem and find rhymes for:

- a) Chips
- b) Shakes
- c) Slide

Chips

by Stanley Cook

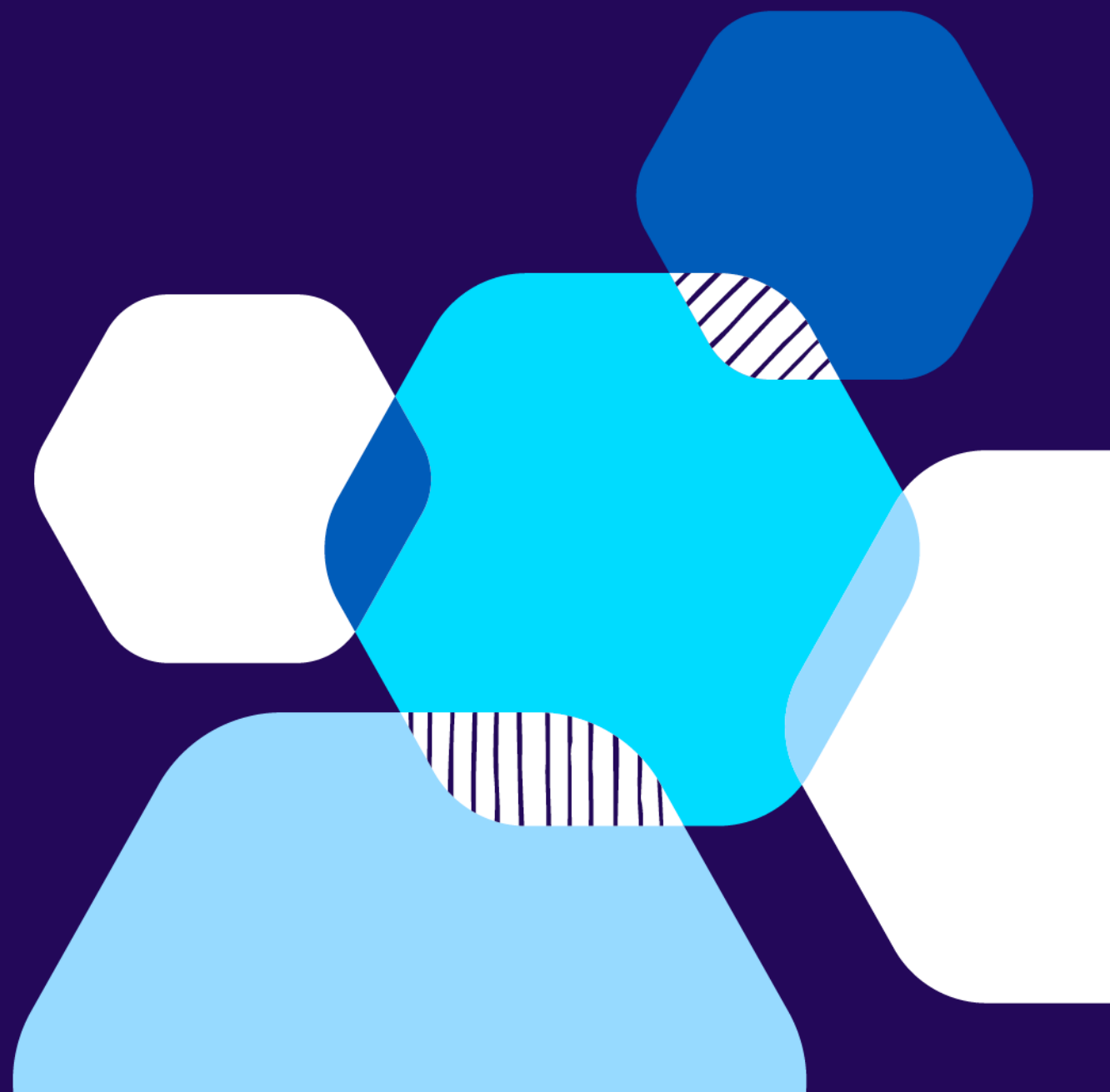
*Out of the paper bag
Comes the hot breath of the chips
And I shall blow on them
To stop them burning my lips*

*Before I leave the counter
The woman shakes
Raindrops of vinegar on them
And salty snowflakes*

*Outside the frosty pavements
Are slippery as a slide
But the chips and I
Are warm inside*



Any questions?



References

Parts of Speech: <https://africa.teachingenglish.org.uk/classroom/grammar/identifying-parts-of-speech>

Figures of Speech: <https://africa.teachingenglish.org.uk/classroom/grammar/figures-of-speech>

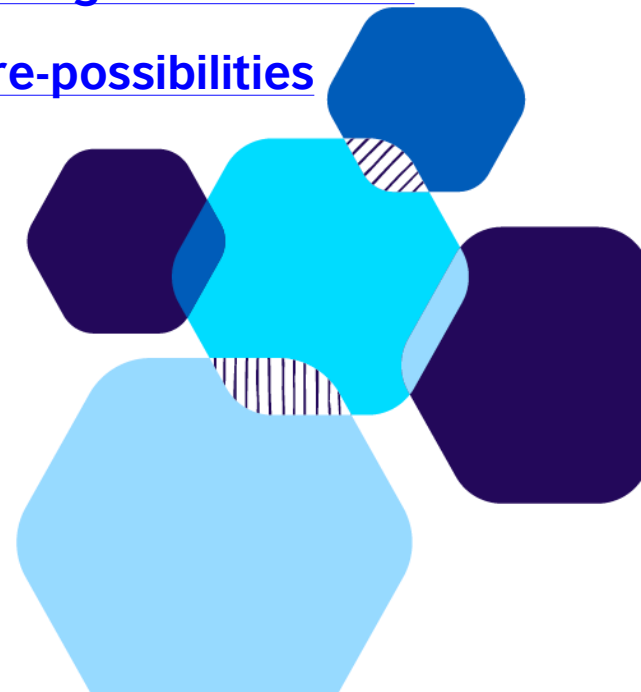
Poetic Elements: <https://africa.teachingenglish.org.uk/classroom/grammar/exploring-poetic-elements>

First Day At School: <https://africa.teachingenglish.org.uk/classroom/grammar/first-day-at-school>

Describing Chores: <https://africa.teachingenglish.org.uk/classroom/activities/describing-chores>

Talking About Chores: <https://africa.teachingenglish.org.uk/classroom/grammar/talking-about-chores>

Future Possibilities: <https://africa.teachingenglish.org.uk/classroom/grammar/future-possibilities>



Thank You.

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