

General notes: Grammar Development Lesson

ALL TEACHERS MUST READ THE INTRODUCTION SECTION IN THE GRAMMAR BOOK BEFORE TEACHING. IT OFFERS IDEAS FOR PRIVATE STUDY AND CLASSROOM USE. THE REST OF THESE TEACHERS' NOTES PROVIDE FURTHER DETAILS AND IDEAS FOR THE LESSON.

Teaching methodology and approach:

This lesson is attempting to move away from the PPP (presentation, production, practice) technique, where the presentation is usually teacher orientated, to become more student-centred and allowing students to discover the grammar, forms and uses themselves.

The classes will be predominantly multi-lingual and will also have a range of educational backgrounds. However, if the students have been learning English in their schools at home then they will have completed some grammar already. Therefore, to accommodate for this diverse range of learners this lesson is negotiated between the students and the teacher so that they can get more precisely what they need.

Below are a list of *Can Do* statements in the right-hand column. These statements have been developed according to the overall syllabus and the activities that students could complete during the lesson. **SELECT TWO OR THREE STATEMENTS FOR THE GRAMMAR LESSON.**

For more detailed explanation of the different columns, please see the *Learning Aims* section of this book.

The grammar book given to the students as part of their course also offers some *Can Do* statements as well as study tips for the students.

In order to improve the students' grammar it is important to choose which *Can Do* statements you want your students to complete by the end of the lesson whilst planning the class. Also, these statements could be written on the board for the students at the beginning of the lesson and then a short review at the end to see if they feel they achieved them.

However, as the students will be in different groups, they may have 1 or 2 different learning aims. This is acceptable as long as both the teacher and students are aware.

Learning aims & Can Do statements:

Concern	Activity	I can...
Understanding of the main principles of the grammar focus	Completing grammar tables and taking notes on usage in small groups.	- Recognise a large range of grammar structures. - Understand a range of grammar structures.
Production of the grammar focus in a controlled environment	Practice exercises such as gap-fills and ordering parts of a sentence. Studying and producing example sentences.	- Accurately produce grammar structures in controlled spoken practice. - Accurately produce grammar structures in controlled written practice.
Production of the grammar focus in freer practice	Using structures in context during communicative activities. Personalisation	- Use a range of grammar structures, with some degree of accuracy, to communicate with others.
Noticing of grammar focus in material (text/listening)	Sharing learning with others in a small group to come to collective understanding. Presenting grammar items to other groups in the class who have not studied it.	- Try to help my classmates to understand a new grammar point through contextualisation and examples. - Present a grammar point to others in the class who might not have studied it.

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Teacher's notes

Choosing the grammar point(s):

This course is a negotiated syllabus. Therefore, the grammar can be chosen by both the teacher and the students. As the students come from different educational backgrounds, the students will probably differ in the grammar areas that they want to study whilst at BLC. Below is a general method for choosing the grammar points with the class.

Tuesday:

On this day you need to allocate a few minutes of class time to choosing the grammar points. Ask the students to look at the contents page of their grammar books and in pairs they choose one or two points that they would like to cover. Feedback as a class and write the list of potential grammar points on the board. You may find that the students have the same choices.

Now choose a maximum of three points that the students will cover tomorrow. If you do not feel comfortable with many grammar points being learnt at once, you can reduce the options down to 2. If the students all choose the same grammar point, it might be beneficial to choose another one for them.

Wednesday/Thursday:

During the grammar lesson you will split the class into groups (1 group for each grammar point). The students can choose which group they want to join. However, if a group gets too big, move some of the students to other groups and tell the moved students that they will form their own grammar group next week and look at the grammar point then. Explain that they will still learn about the grammar point later in the class.

Now ask the students to open their books at the relevant grammar point page. Instruct them to read the explanation and example text. They must complete the first exercise as a group and compare answers. During this time, the teacher will go to each group and provide assistance, ask CCQs and drill pronunciation.

Depending on the length of the first exercise, the students can continue with other exercises. After they will prepare a short presentation to the class which will use their own examples of the grammar. For students who are struggling, they can write an example sentence on the board, write the form and a short description of uses.

Preparation and timing:

The time spent preparing this lesson will vary depending on the teacher's experience and knowledge of the grammar point. For higher levels, it may be beneficial for the teacher to refer to the *Practical English Usage* book before the class in order to anticipate some student queries regarding the particular grammar point.

It is imperative that the teacher reads the relevant pages of the grammar book before the class. Unfortunately we have come across a few errors made by the publisher and this needs to be pointed out to the students before they use the book to learn the grammar point.

Supplementary resources

There are a variety of books available in the teachers' library to help supplement the lesson. There is a shelf dedicated to this - second to bottom, in the middle. Some of the books on this shelf include:

English Grammar In Use (Elementary, intermediate and advanced)

Oxford English Grammar Course (Intermediate to Upper Intermediate)

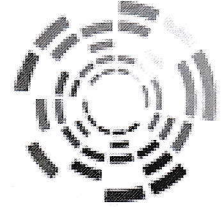
700 Classroom activities (all levels)

Teaching English Grammar (all levels)

Get Going with Grammar (Intermediate - games for practising grammar - some can be adapted for Upper intermediate and advanced levels)

Promoting self-study

This book is designed as either a self-study book for students or as a supplementary book for class use. Throughout this course teachers need to be encouraging self-study. The introductory section of the grammar book provides some tips on how to self-study and become better learners. This could be reviewed as a class and discussed as part of their study skills development.



Part 1: Warmer

The warmer can be completed as a class. There are a variety of exercises that can be completed that help the students develop the foundations they need in order to learn grammar efficiently. See *warmers page*.

Part 2: Acquisition

This section is when the students will work in their groups to learn the grammar and complete the necessary exercises.

The teachers will set the exercises for each group according to the tasks - only set some exercises and not all of them (as a reference, this could be written on the whiteboard for each group).

Whilst the students are reading and completing the exercises the teacher must spend some time with the different groups and monitor their progress as well as ask CCQs to check their learning. This is also a good opportunity to drill any pronunciation.

Part 3: Exercises

Now that the students have completed some of the exercises, they can look up the answers in the back of their books. After this they need to analyse their errors. This can be done in a number of ways. One method could be to write the following questions in the board:

Which answers are correct?

Which answers are wrong?

Can you find out why those answers are wrong?

The students will need assistance here and they may not be able to understand why they have got the wrong answer.

For students who complete this activity, the teacher will set some more exercises for them to continue to practise the grammar point. This will allow the teacher to dedicate more time to the students who are having difficulties.

Part 4: Presenting / Confirming knowledge

Now explain to students that they are going to give a small presentation to the rest of the class or another group about the grammar they have just learnt.

Ask the students to select the rules, charts and/or timelines to help them explain. They can prepare part of the presentation on the whiteboard or a piece of paper.

Now ask the students to think of other examples of the grammar point (maybe more personal to them or relevant to the class).

They can also think about the form, context, function and pronunciation related to the grammar point and drill or elicit this from the audience during their presentation.

NOTE: After the students have experienced this activity once, they could be encouraged to make it more creative/personal next time.

Extended practice activities

The teacher may wish to skip the *presentation / confirming* stage. If this is the case, there must be some time allocated to free or communicative practice in which the students will be able to work on the grammar point in a more personal way. However, the extended activities can also be done after the presentation. Below are a few ideas of types of practice:

- If there is an example email in the grammar book, the students could write a reply to the email or a new email with the same grammar focus.
- If there is a dialogue in the grammar book, the students can practise the dialogue in pairs/groups and/or write a new one.

Homework

- If there isn't time to complete the exercises in the grammar book during lesson, this can be done for homework and the students check their answers themselves.

- If there isn't time to complete the writing from the extended practice stage, this could be completed as homework.

- Alternatively, students could complete the reading and first two exercises at home before the grammar lesson and then in class they could start from part 3 or 4 of this lesson plan.

Review

It is important that the students have time to review the grammar point later in the week or the following week. This could be done in a variety of ways that are included in the *Review of the week* section of this book.

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Teacher's notes

Playing in tenses

There are a variety of games looking at different tenses in *700 Classroom Activities*. Another alternative could be a grammar review:

Divide the class into small groups and put three columns on the board:

Subject	Verb	Object
Uncle	Find	Glasses

You can either provide the vocabulary for each column or elicit from the class. E.G. My Uncle, Find, Glasses. You then ask them to form sentences using the vocabulary in a range of tenses/structures, depending on their level;

Present simple: *My uncle finds his glasses in a different place every day*

Past simple: *My uncle found his glasses up a tree yesterday.*

Groups get points for correct grammar, humour, originality, added detail etc. You can go through a wide range of grammar doing this exercise, from past, present, future tenses, passives, positive, negative and question forms, modal verbs, adjectives for added description, adverbs for added description, adverbs of frequency etc. You can also include phrasal verbs. This will give you a starting place for subsequent grammar and vocabulary lessons.

Word class

Draw a table on the board with the following headings: *noun, verb, adjective, adverb, preposition, pronoun, article* (add more or less heading depending on level).

They can either play this game as a race as a class or in groups.

Give the students one list of words (they can be based around words they have learnt recently or new words). Each team has a different colour pen and they must race each other to put a word from the list in the correct column on the board. If the word has already been placed on the board by another group, they cannot add it to the column. However, if they think the word is in the wrong column then they can write that word in a different column if they think that is correct.

Feedback as a class and for each correct word the team gets a point.

Prepositions prepositions!

Split the class into teams. Give them 1 minute (or 2) to write as many prepositions as they can in their groups. The team with the most wins.

Now board the following:

Write 5 sentences with the preposition ... (board a preposition)

Explain the rule:

In your groups you will need to write 5 different sentences with the preposition. The first team to have 5 sentences shouts *FINISHED* and everyone stops writing. The groups reads out the sentences. The other students listen and stop them if they think they hear an error. If the teacher agrees, everyone can start writing again and the group who read out their sentences edit their sentence so it is correct or write a new one.

This continues until one team has 5 complete sentences. The game can be repeated with different prepositions.

Word order

Split the class into groups of 3/4. Give each student 5 to 10 small pieces of paper. Each student will write one word on each piece of paper.

Student A: a list of animals or types of people (e.g. dog, cat, uncle, mum, friend, best friend etc.).

Student B: verbs

Student C: nouns

Student D: adjectives

Once complete they can play the game:

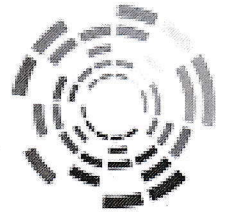
The first player places a word of their choice on the table (so everyone can see). The other students take it in turns to add a word to the sentence. The aim of the game is to make funny sentences.

After one round is complete. The students work together to check the word order of the sentence.

The next round can begin starting with a different student in the group.

To add an element of competition, the first player in each round can act as a judge and choose the player who had added the most humour to the sentence with their word. The winner of each round can win the sentence. The final winner is the one with the most sentences at the end.

For lower levels, the teacher could provide all the vocabulary for the students. For higher levels, it could be played with a team of 5 and student E writes adverbs.



Past simple or participle

Prepare sets of cards before lesson. Each set will consist of 3 cards, the first the infinitive of the verb, the second the past simple and the third will have the past participle. Make sure there is one card per student. Shuffle the cards and hand out one card per student.

Ask all the students to stand up and get ready to walk around the room.

Tell the students that they must find their verb family. Once they have found all the members of their family, they then need to line up in order: infinitive, past simple, past participle.

Explain that they need to race against the clock. Give them 1 to 2 minutes.

Once everyone has finished. You can check as a class by each student shouting out their word in order.

NOTE: this game can also be adapted as a *Word Families* game.

Subject object

Word families

Write 5 to 7 words on the board e.g. *think, get, go, know and mean*.

Ask the students to write as many words that are in the same family as each word e.g.

think *thinking thinks thought thoughts thoughtful thoughtfully thoughtfulness, thoughtless, rethink*

get *gets getting got gotten*

go *goes going gone went*

know *knew knowing knowledge known knows unknown knowledgeable knowingly*

mean *meaning means mean meanest meaningful*

This can be turned into a race or timed game in which the students need to work in groups to find as many words as they can.

To extend the learning further, during feedback of the words, the students need to assign the word class to each word.

For lower levels, they could use dictionaries to help find other words in the families.

In addition, some students might not know certain words that come up. This could be an opportunity for other students to explain the words.