



# Boomerang Grammar Errors

When I was a kid, my English teacher looked my way and said,

‘Name two pronouns.’

I said: ‘Who, me?’

The past, the present, and the future  
walked into a bar.  
I was tense.



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# Common English mistakes made by Czech students







word order in a sentence

She **like** chocolate. What **do** he read?

my x mine

man – man**s**, woman – woman**s**

prepositions

tenses – simple x continuous...

# DIY - MNEMONIC MEMORY AIDS

funny/controversial examples

bookmarks

cards

post-it notes

online Flashcard makers

**S**ubject **V**erb **O**bject **M**anner **P**lace **T**ime



## **The story of ketchup on the sofa...**

Pizzu jedl Honza včera na gauči.



**S**ubject **V**erb **O**bject **M**anner **P**lace **T**ime

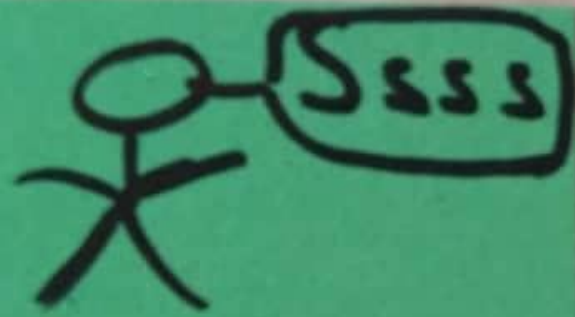
Pizza ate John yesterday on the sofa.



Why is ketchup on the sofa?



Well, because... **John ate pizza on the sofa yesterday** while watching a horror movie.



He  
his  
him



She  
her  
her



I → my → mine

you → your → yours

he → his = his

she → her → hers

it → its = its

we → our → ours

you → your → yours

they → their → theirs

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I have a banana

It's my banana.

This banana is mine!

I → me

you → you

he → him

she → her

it = it

we → us

you = you

they → them

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Give it to me.

I can see them.

They invaded us.

Look at him.



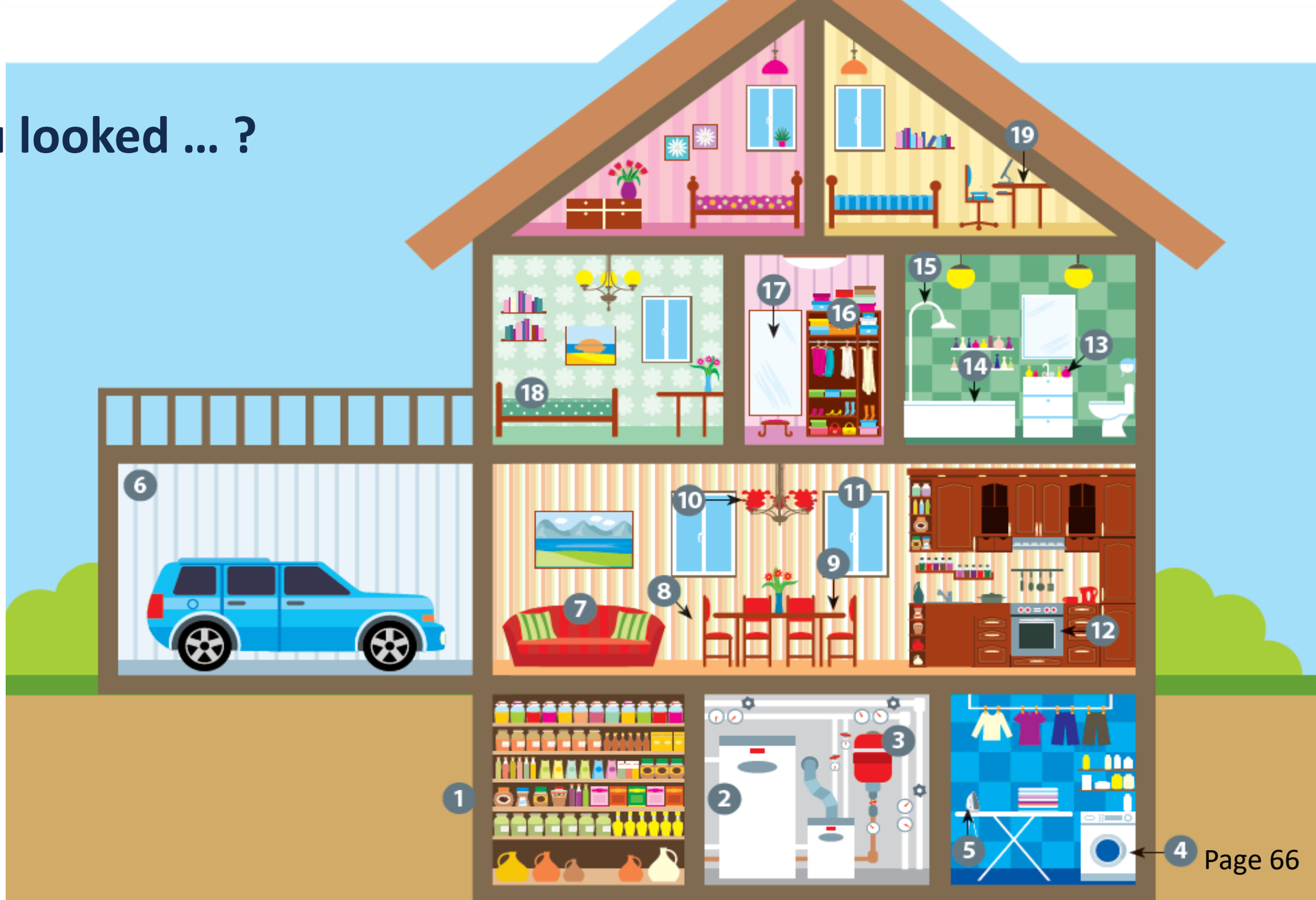


A typical Monday morning...

*'I'm in a hurry  
and I can't find my car keys.  
I've searched nearly everywhere  
but I can't find them..  
Could you help me please?'*

**'Have you looked ... ?'**

Have you looked ... ?  
in  
on  
under  
behind...



# QUESTION WORDS

What

Where

When

Who

Why

Which

How

**Online Flashcard maker:**

<https://quizlet.com/6a8sdb>

.... was your journey? - It was a bit tiring.

Click card to see definition 



Our partners in learning







HOW

# TAKE ADVANTAGE OF TECHNOLOGIES

Videos - subtitles, screenshots

Google:  
pictures

jokes

timelines

**Talk about an event in the past and what was happening around it.**



Use the Past Continuous to indicate that a longer action in the past was interrupted. The interruption is usually a shorter action in the Simple Past.

Remember this can be a real interruption or just an interruption in time.

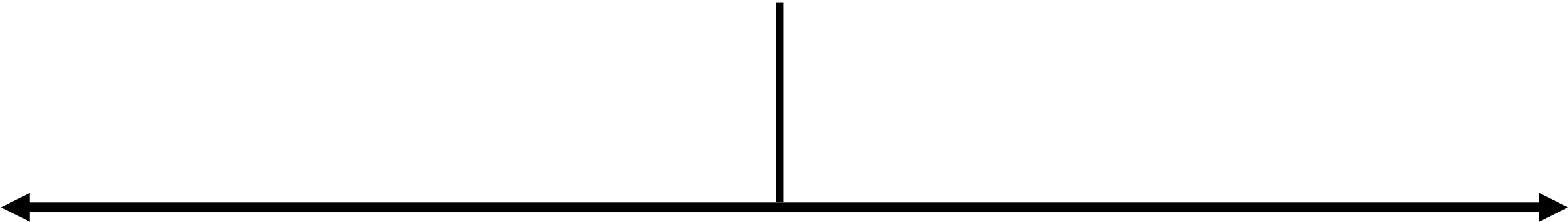
# What happened? Why did the policeman stop the driver?





driver – car – road – mobile phone

policeman



Past

Present

Future



Our partners in learning

**I was... when...**

I was shopping when...

I was eating a burger when...

I was sitting on the bus when...

I was swimming in the sea when....

I was talking on the phone when....

We were waiting for the lesson to start when...

BBC

NEAL - Preston, UK

00:20/01:39

**N = Neal A = Affie J = James**

**N:** So when I was about eleven, I was running up the stairs and I ran into my bedroom and I slightly misjudged the doorway, and my little toe and next little toe went either side of the doorframe and split like that, and I broke both of those toes. And I got taken to accident and emergency. And I sat there for maybe three hours and then the doctor said, 'there's nothing we can do,' so sent me home.

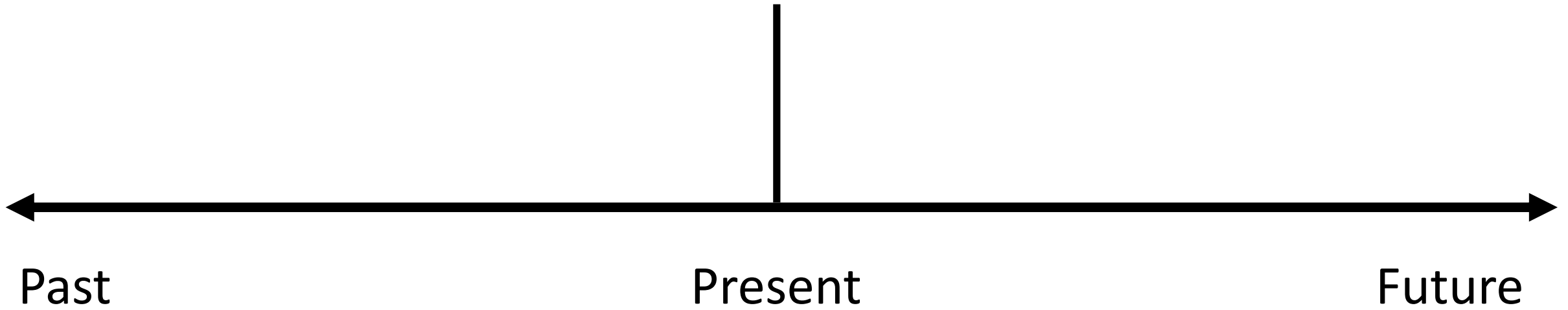
**A:** It happened to me some time ago, here in London. I'm this kind of person who is always running late, so I just walked around my house, I had to go to the tube station, and it was raining. I was really in a rush, and I fell down the stairs in the tube. I ... I hurt my elbow, I ... I hurt my arm, but I didn't really care about the pain. I was just really embarrassed 'cause everyone saw that.



Our partners in learning

**Video available on:**

<https://www.venturesbooks.cz/konference-a-vzdelavani/materialy-ke-konferencim-a-seminarum>

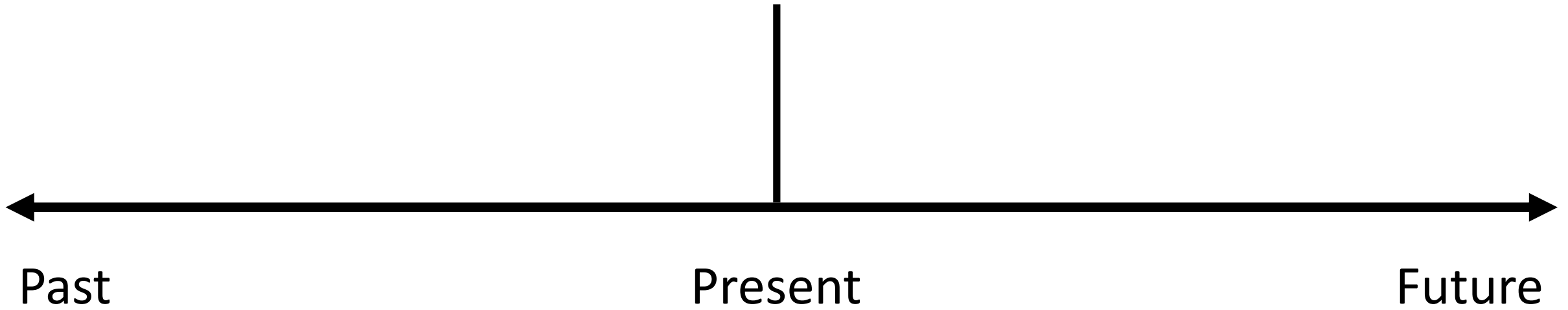




**And  
you?**

Describe an accident you had when you were younger.  
Use the questions below to help you.

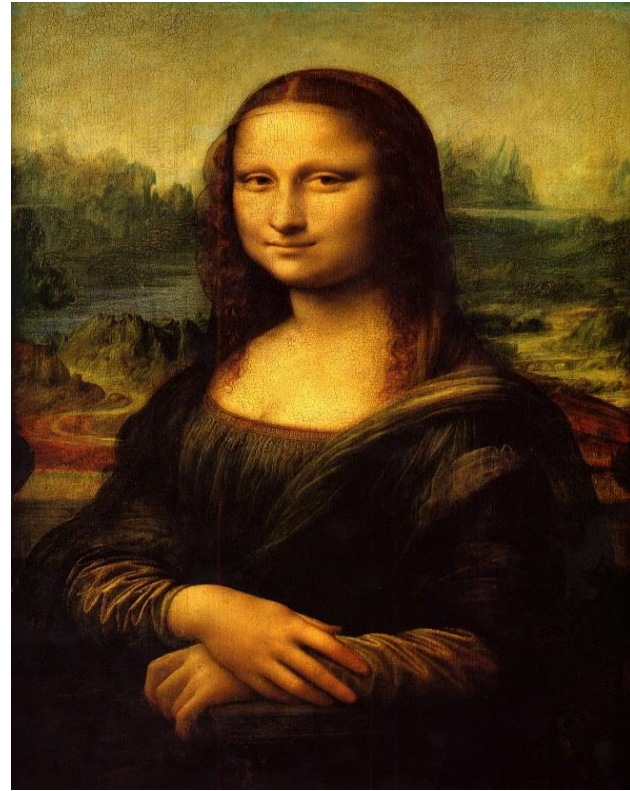
1. How old were you?
2. What were you doing when the accident happened?
3. What happened after that?
4. Were you hurt?





## BOOMERANG - TYPE LESSON (so-called inductive approach)

engage → activate → study rules → practice → engage



**1 In pairs, look at the different versions of the *Mona Lisa* and answer the questions.**

- 1 Which version do you like best? Why?
- 2 What do you know about the original painting?



## 2 Read about the real *Mona Lisa*.

### STOP ASKING SILLY QUESTIONS!



My name is Henri Dubois. I've been working at the Louvre Museum in Paris for twenty-one years and I've been looking after the *Mona Lisa* for nearly ten. So, for the past ten years I've been watching people's faces when they first see the *Mona Lisa*. There's something very special about that painting. I've also been answering the same questions over and over again. They ask me, 'How long has she been hanging in the Louvre?' I always say the *Mona Lisa* has been in the Louvre since 1804. But it isn't quite true. The *Mona Lisa* hasn't been hanging in the Louvre since then because someone stole it in 1911. Fortunately, the painting was returned two years later.

The other questions are impossible to answer. They ask me, 'Who was she? What is she thinking? Why is she smiling?' Why is the *Mona Lisa* smiling?

**2** Read about the real *Mona Lisa*. Why does the curator think that the *Mona Lisa* is smiling?

Because she's been listening to people's silly questions for over 200 years! Stop asking questions and look at the painting – it's beautiful!





# 1.5 Grammar

## Present Perfect Continuous

I can use the Present Perfect Simple and Continuous.

1 In pairs, look at the different versions of the *Mona Lisa* and answer the questions.

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2 Read about the real *Mona Lisa*. Why does the curator think that the *Mona Lisa* is smiling?

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3 Read the GRAMMAR FOCUS. Then find six more examples of the Present Perfect Continuous in the text in Exercise 2.

### GRAMMAR FOCUS

#### Present Perfect Continuous

You use the **Present Perfect Continuous** to talk about unfinished actions that started in the past and continue in time 'up-to-now'. Use *for* or *since* to say how long. I've been working at the Louvre museum in Paris for twenty-one years.

**Present Perfect Continuous: has/have + been + -ing**

- + I've been working.
- He hasn't been working.
- ? Have you been working ...?  
Yes, I have./No, I haven't.

#### Note:

State verbs (be, have, know, etc.) do not take the continuous form. The *Mona Lisa* has been in the Louvre since 1804. (NOT has-been-being)

# GRAMMAR ANIMATIONS

*How long have they been waiting in the queue?*







Hi, I'm Sarah from London TV. What's your name?

I'm Amy. I'm a **make-up artist** And this is Jessica. We're here together.



Haha, everybody here is hoping for some success. Lots of people have turned up today. How long have you been waiting in the queue?  
We've been waiting for five hours Jessica has had the make-up on for almost eight hours so I hope they will see us soon because all this waiting is no good for the make-up.

Good luck to you then! I hope the judges will love it as much as I do.

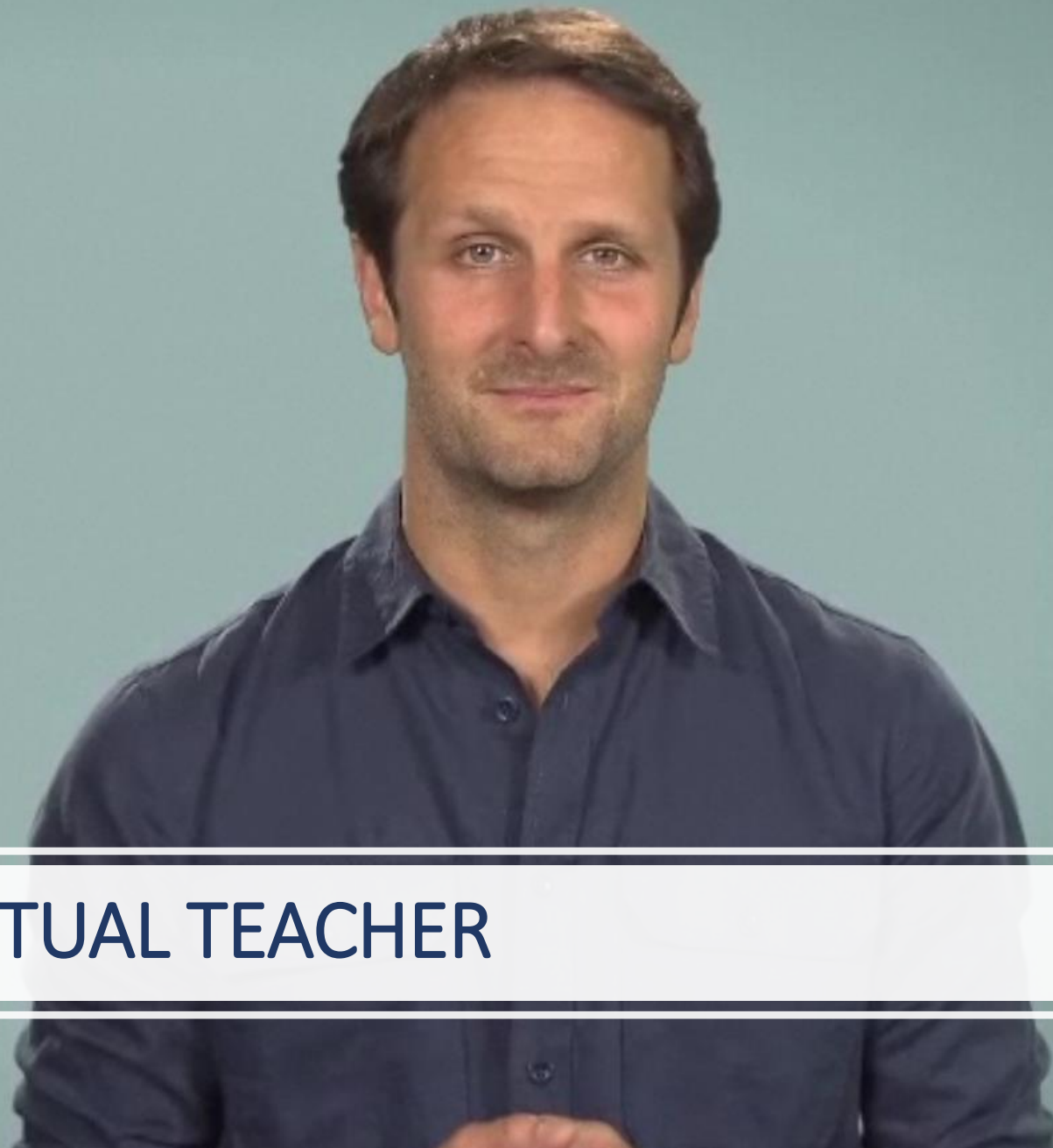
Present Perfect  
Continuous

*for*

*since*

*how long*

**VIRTUAL TEACHER**





## How to get rid of boomerang grammar errors - tips from participants of the webinar :

board and grammar games, sentence building,

write down old mistakes

make new mistakes

I make them share their mistakes and try to feel ok about them.

I give them sentences containing mistakes to correct or play an auction game.

learn very short poems

reported speech - comment on gossip/rumour

students correct the writing of somebody else

I tell them to learn one model sentence by heart and then they can modify it.

I prepare hand-outs with the most common mistakes and the students have to choose the correct form.

ask someone who....

drill typical sentences

repetition and multiple practice

TED talks



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