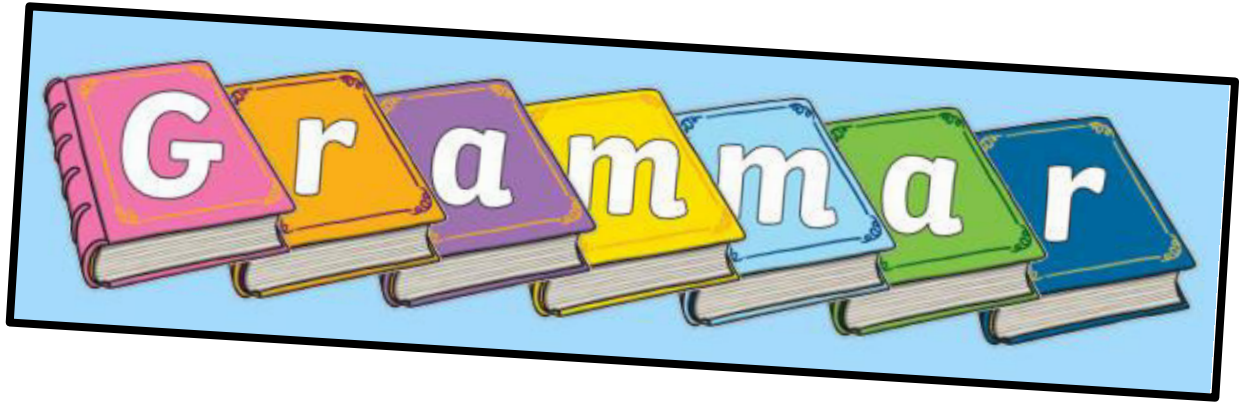




with



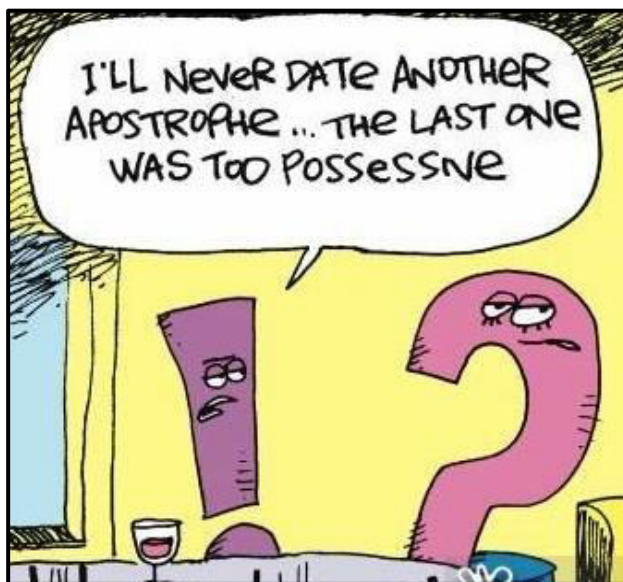
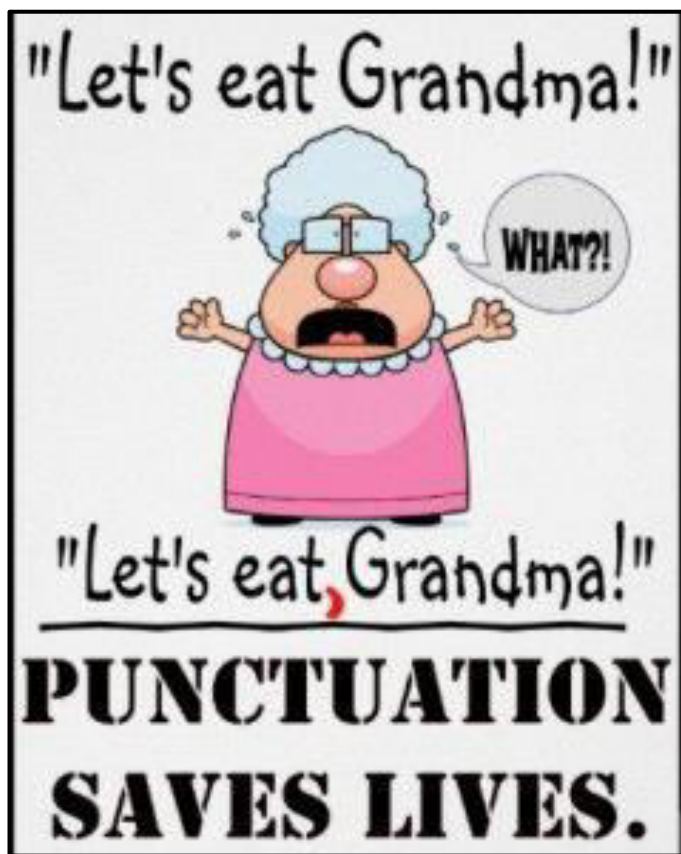
Judita Tóthová



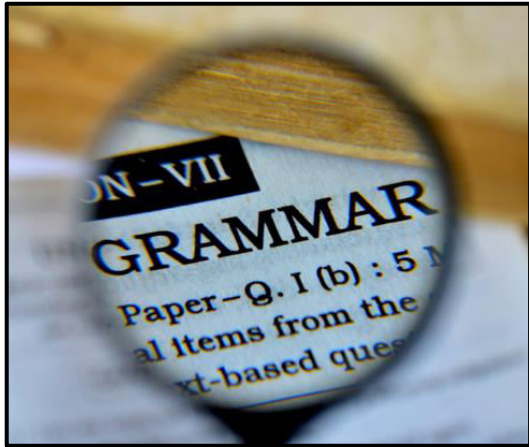
- 1 Grammar
- 2 Approaches to Teaching Grammar
- 3 Activities



William Shakespeare



The past tense
of William
Shakespeare
is Wouldiwas
Shookspeared



- the branch of linguistics that deals with syntax and morphology, sometimes also phonology and semantics

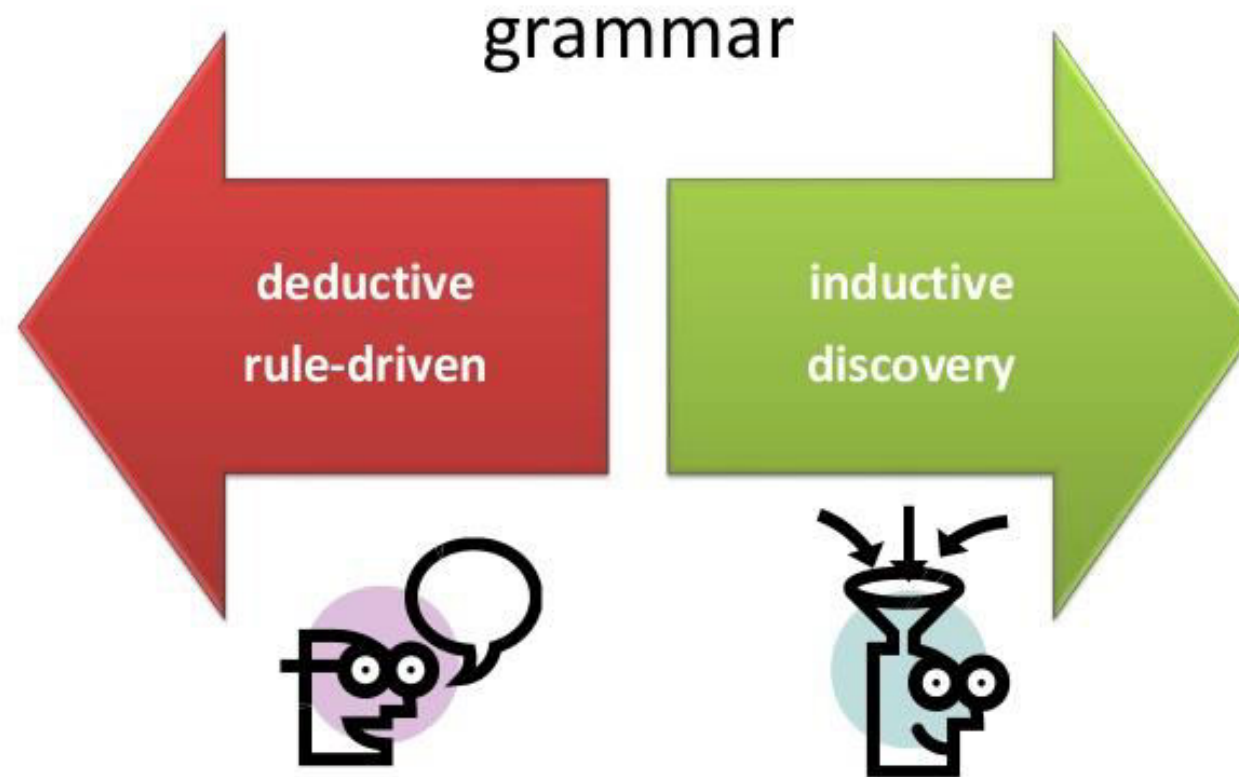
(Collins English Dictionary)

- the rules in a language for changing the form of words and joining them into sentences

(Oxford Learner's Dictionary/ Cambridge Dictionary)

- Greek origin- *γράμμα* (gramma - letter)

Main Approaches to Teaching Grammar



Thornbury, S. (1999). *How to teach grammar*. Harlow: Pearson Education

Rule-driven

Deductive Approach

“Top – down”



Grammar Adverbs of manner

<i>adjective</i>	→	<i>adverb</i>
------------------	---	---------------

He is *slow*. → He does things *slowly*.
She is *noisy*. → She does things *noisily*.

- We use *very*, *really* and *so* before adjectives and adverbs.

He is *very/really/so careful*.
→ He does things *very/really/so carefully*.

- Some adverbs are the same as the adjectives: *hard, fast, right, wrong, early, late*
- The adverb for *good* is *well*.

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5 Complete the sentences with adverbs from the adjectives in brackets. In pairs, say if the sentences are true for you.

- 1 I make my bed really *badly*. (bad)
- 2 My dad doesn't cook very _____. (good)
- 3 I load the dishwasher very _____. (careful)
- 4 I tidy my room so _____. (fast)
- 5 I never arrive _____. (late)

6 In groups, make adverbs from the adjectives below. Then use them to talk about what you did yesterday. Are your partners' sentences true or false?

good bad quick slow wrong hard
careful angry happy early late

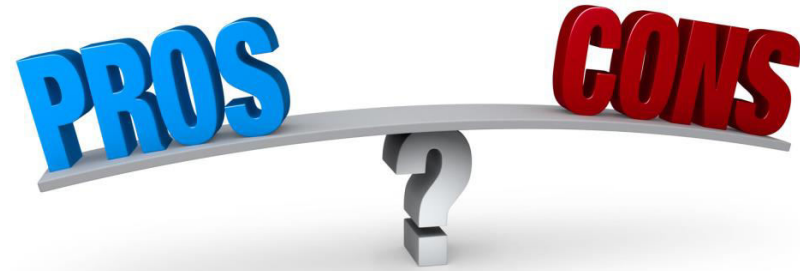
A: I sang happily on my way to school.
B: I don't believe you. It's false.

➤ controlled practice of the rule

➤ presentation of the rule (form, use)



➤ application of the rule



- gets straight to the point
- goes from easier to more difficult
- teacher can control learners' understanding of the rules
- teacher-centered
- uninteresting for students
- students are passive listeners

Rule- discovery

Inductive Approach

“Bottom-up”



➤ giving input (examples) without explanation

Aida's blog

Fantastic people

A **Tara Davis** is a sixteen-year-old Californian athlete. She can't fly, but she can jump 6.41 metres!

B **Tom Sietas** is from Germany. He can stay under water for twenty-two minutes and twenty-two seconds.

C **Chen Liting** and her friends are from Beijing. They can't walk, but they can dance in their wheelchairs.

D **Marlon Couto Ribeiro** is a young man from Brazil. He can speak eleven languages, e.g. Spanish, Japanese and French.

2 Study the Grammar box. Read the text again and complete the sentences with *can* or *can't*.

- 1 Marlon *can* speak Japanese.
- 2 Tom _____ stay under water for a long time.
- 3 Chen Liting and her friends _____ dance, but they _____ walk.
- 4 Tara _____ fly, but she _____ jump.

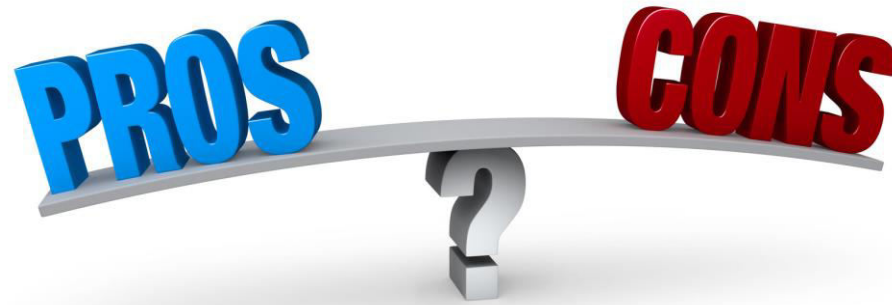
➤ working out the rules based on examples

4 Write six questions with *can* and the words/phrases in A and B below.

A you your brother/sister your friend your parents

B dance jump three metres sing speak English speak three languages stay under water for one minute swim one kilometre

➤ practising, application of the rule

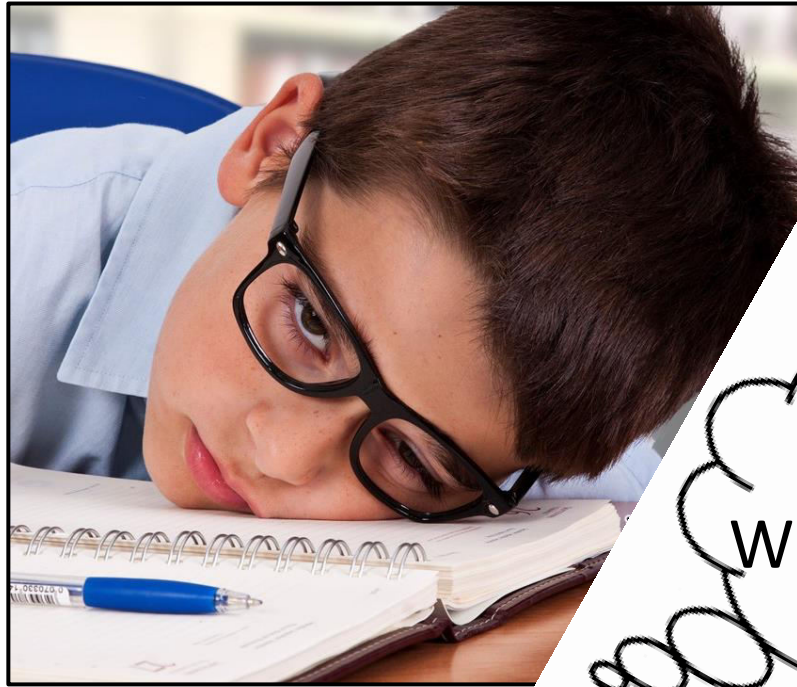


- students are active
- the rules are meaningful, memorable
- problem-solving collaboration and communication
- needs a lot of time and energy
- good planning of the lesson
- students may work out the wrong rules

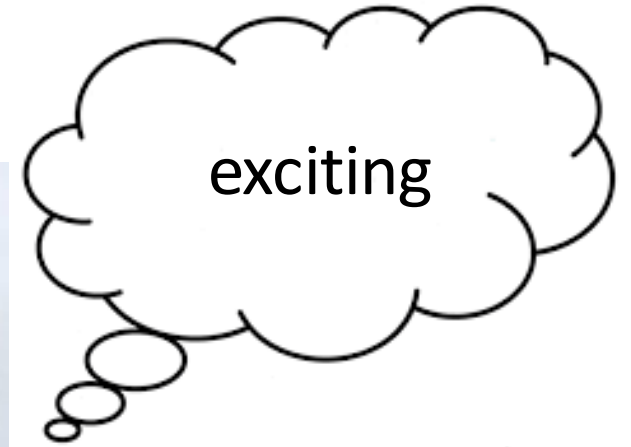
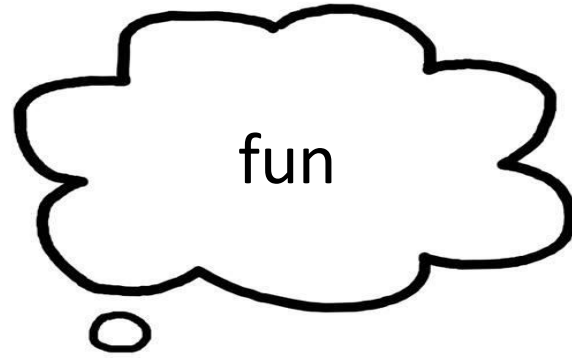
difficult

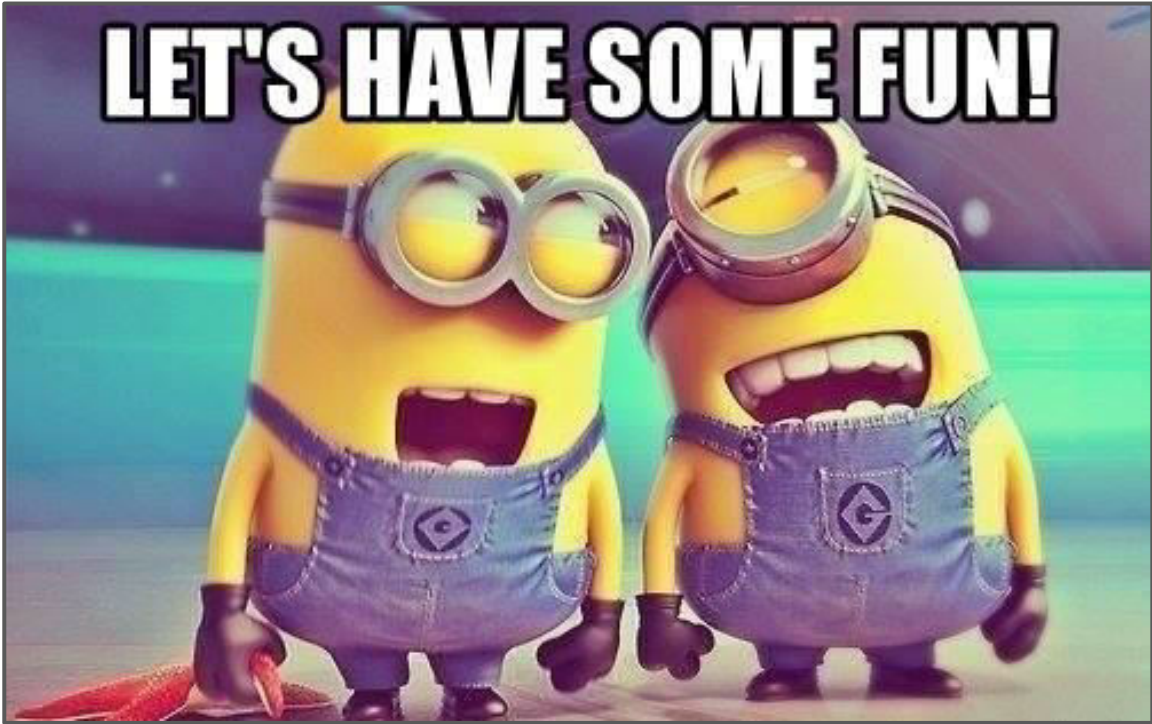
boring

when it's
time for
grammar!



What is the point?





Grammar Board Games

the evening	October	Monday				
noon		Move ahead 4 spaces	3 o'clock	Christmas Day	April	midnight
an hour						2018
summer		Sunday	the weekend	Miss a turn	5 o'clock	
Monday morning	Valentine's Day		a few days	Saturday night		
2017	the 1st of April		winter		Go forward 2 spaces	
Go back 2 spaces	Finish			lunch time	spring	
autumn	Prepositions at/in/on			Oh no! Go back		night
Friday				Christmas	January	
1999	Miss a turn	the morning	July	my birthday		Start

Conjunctions

Roll the dice. When you land on a conjunction, make a sentence with it.

Roll again

because

so

yet

if

or

Go forward 2

and

but

or

if

because

and

as

if

yet

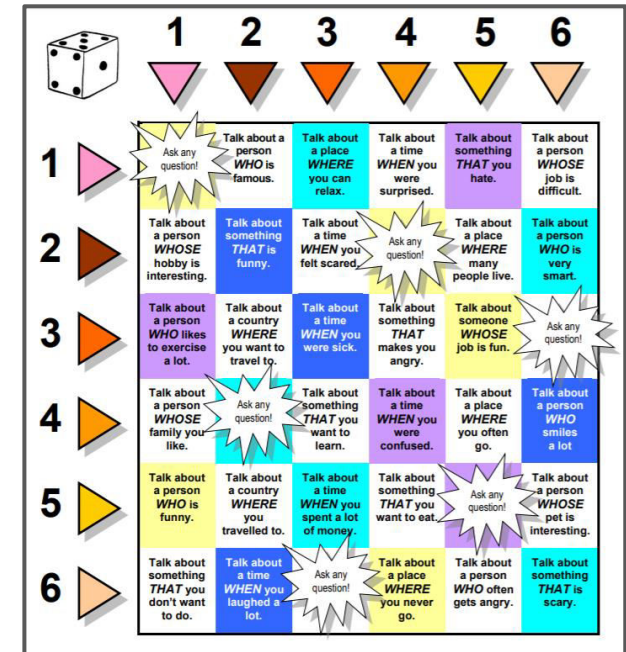
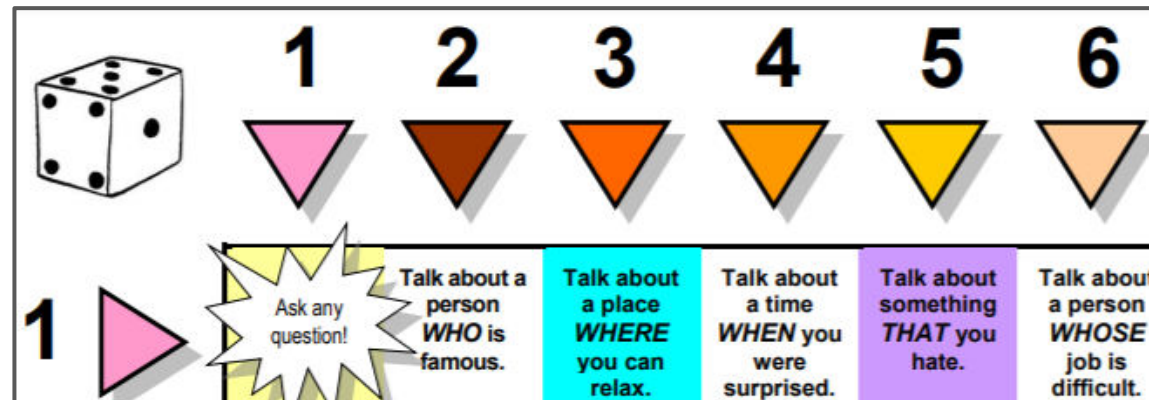
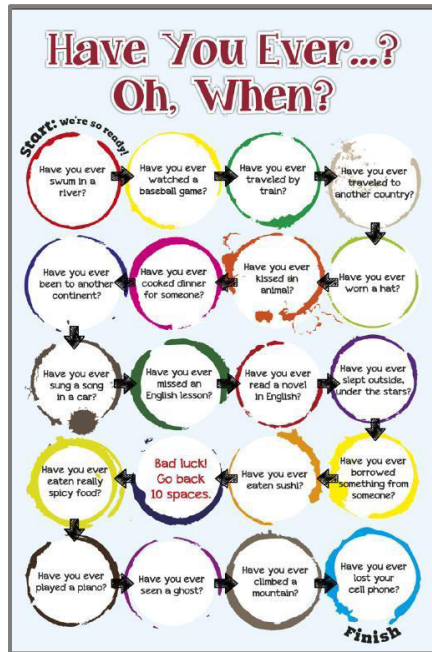
Start
Finish

Miss a Turn

Resource author: ca



Grammar Board Games



Photos



- prepositions
- adjectives
- grammar tenses
- vocabulary



thin, modern, old, big, small, ugly, trendy

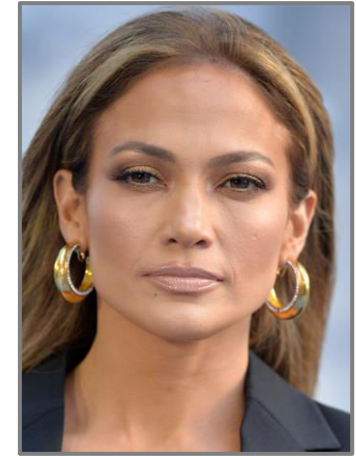
When he/she grows up

he/she is going to be...

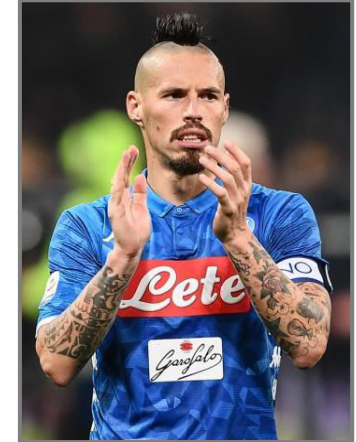
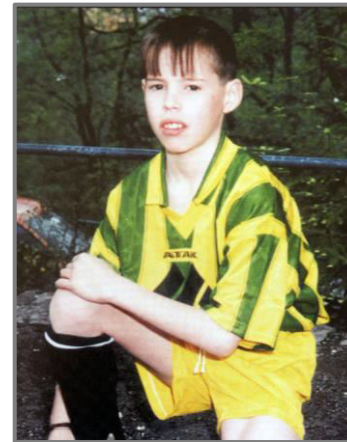
1



2



3



What's Wrong with This Picture?

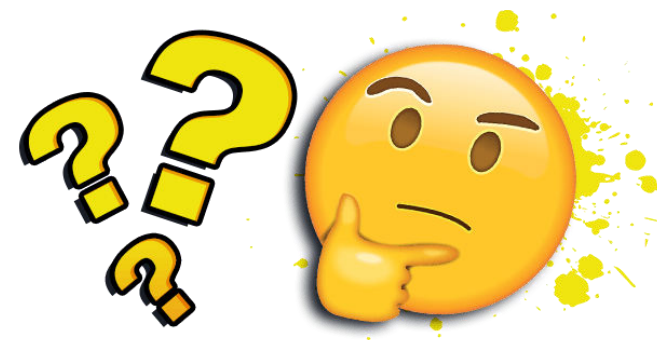




Modals can and can't



Guessing Games



diamond	the hardest mineral
whale	the biggest mammal
Jupiter	the largest planet
The Beatles	the most popular music group of the 60s
rice	the most common cereal
The Vatican	the smallest country
cheetah	the fastest animal
Coca-Cola	the most popular non-alcoholic drink
water	the most important liquid
21 st December	the shortest day of the year

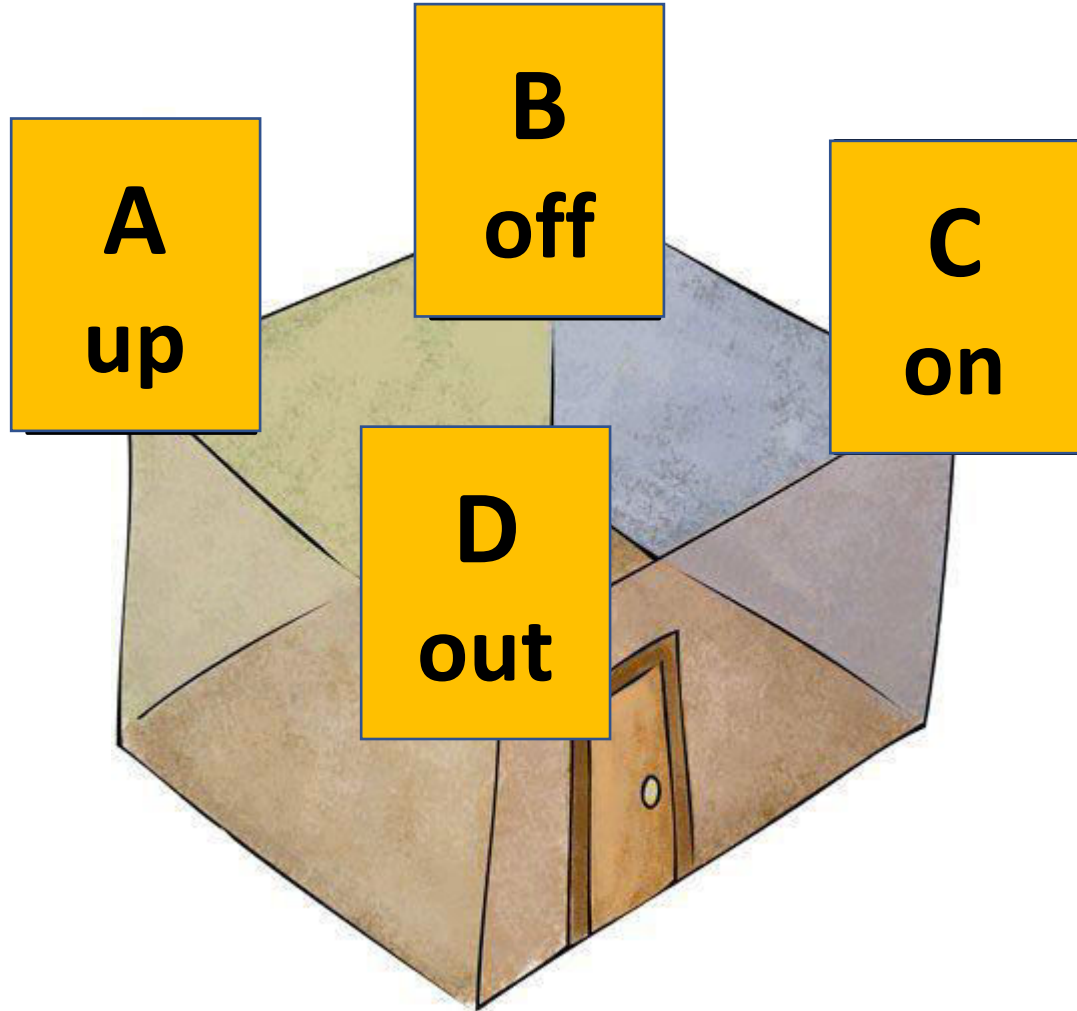
Superlative Adjectives

Think of a Word



- bigger than...
- smaller than...
- the word that comes earlier in the dictionary than...
- more expensive than...
- less polluting than...





Four Corners

1 Complete the sentences with the correct prepositions.

out off on up

1 I checked ____ my symptoms online.

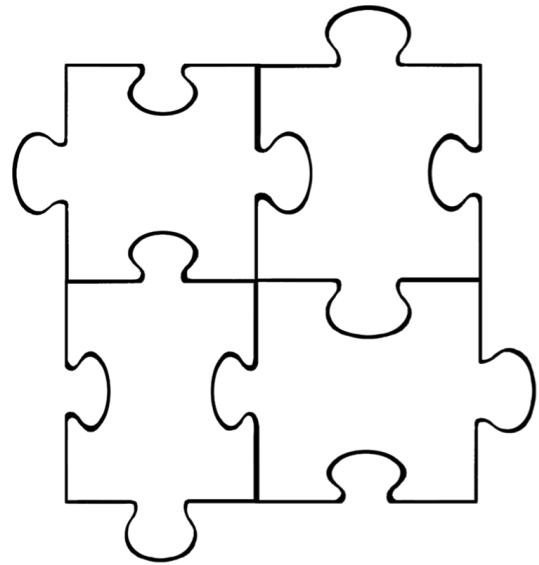
2 I topped ____ my phone this morning.

3 The milk went ____ so I threw it away.

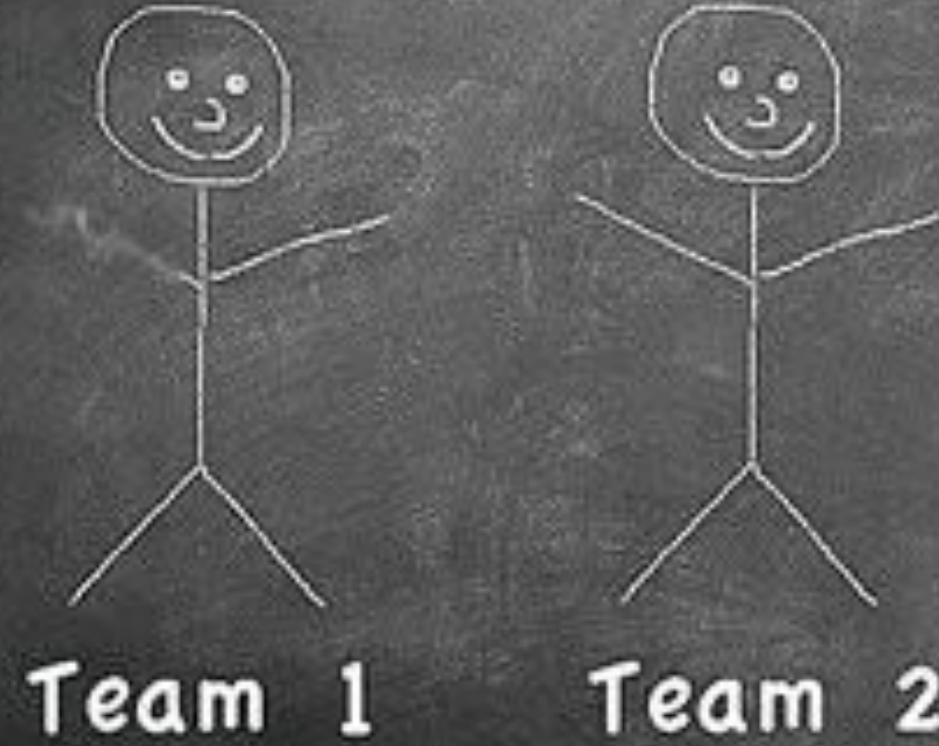
4 David doesn't get ____ very well with Tom.

5 Why don't you take ____ swimming?

Jigsaw Puzzle



Invisible Grammar Guy



- mark the irregular verbs in the article
- use them in your new sentences



- left, stole, lost, bought, cost, forgot, took, sent, went, gave, had, put, were, saw



3 Study the Grammar box. Find examples of Past Simple questions and short answers in the dialogue.

Grammar Past Simple (questions and short answers)

Did you get up early? Yes, I did./No, I didn't.

Did they cycle to school? Yes, they did./No, they didn't.

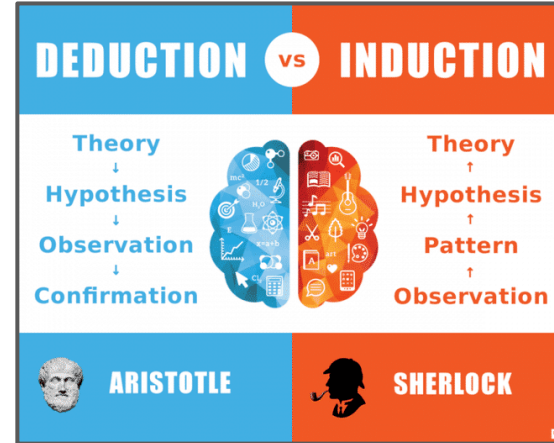
Where did he work?

GRAMMAR TIME > PAGE 124



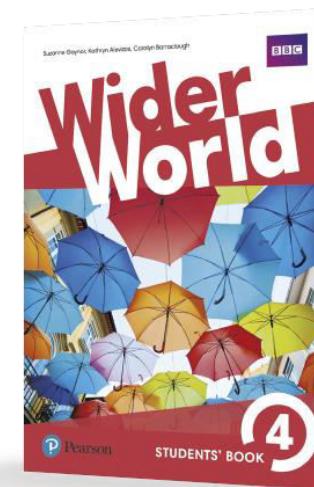
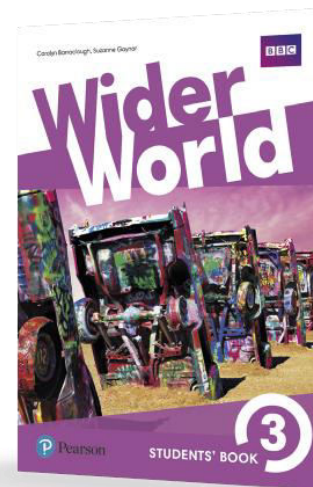
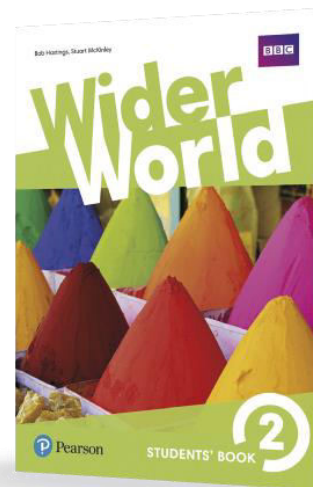
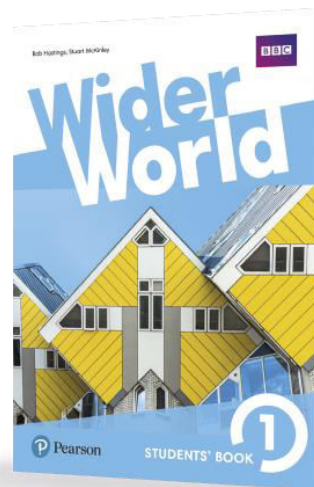
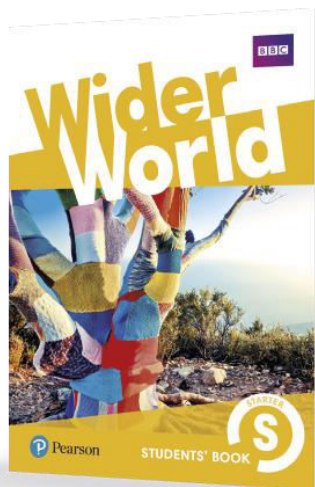
https://www.youtube.com/watch?v=dXPLhE_z57M

SUMMARY



Grammar
is fun,
isn't it?





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