

2019 State Community Languages Schools Conference

Interactive grammar activities for the
language classroom

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Various activities Mingling activity

Activity 77

I Have Never

Level	Elementary onwards
Aims	Practising the present perfect to express experiences
Duration	10 minutes
Materials	Blank paper
Preparation	None

Procedure

- 1 Ask the students to think of five things they have never done.
- 2 They write five sentences, starting *I have never ...*, on separate slips of paper.
- 3 Collect these slips, mix them up and put them on a chair or in a bag or box.
- 4 Each student in turn picks one of the slips.
- 5 They read the sentence aloud and then have to say who they think wrote it, and why (see Variation 1).
- 6 They ask that person the corresponding question, eg. 'Have you ever ...?', and receive an appropriate reply.
- 7 If the answer is *No*, they ask the same person if they wrote the sentence.

Variations

- 1 It is fun to do this in teams, as it puts more pressure and more interest on guessing the original writer correctly.
- 2 Each student can pick one slip and find out who wrote it by asking as many students as necessary, then report back to the class.
- 3 It is natural to extend the conversation to include *Would you like to ...?* and *What was it like?*



<https://ieiatuiuc.wordpress.com/tag/students/>

Let's practise

I have never Activity 77

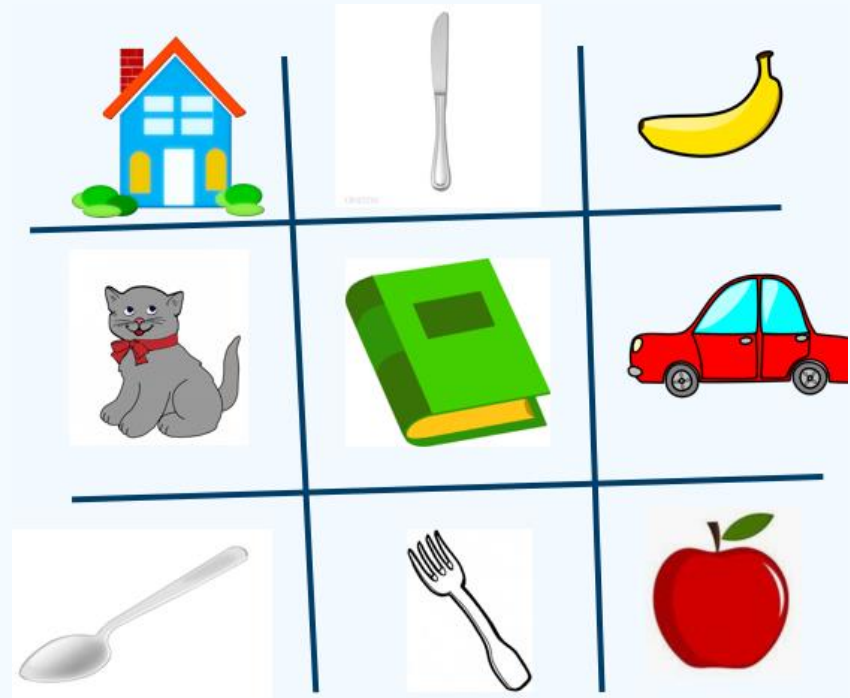
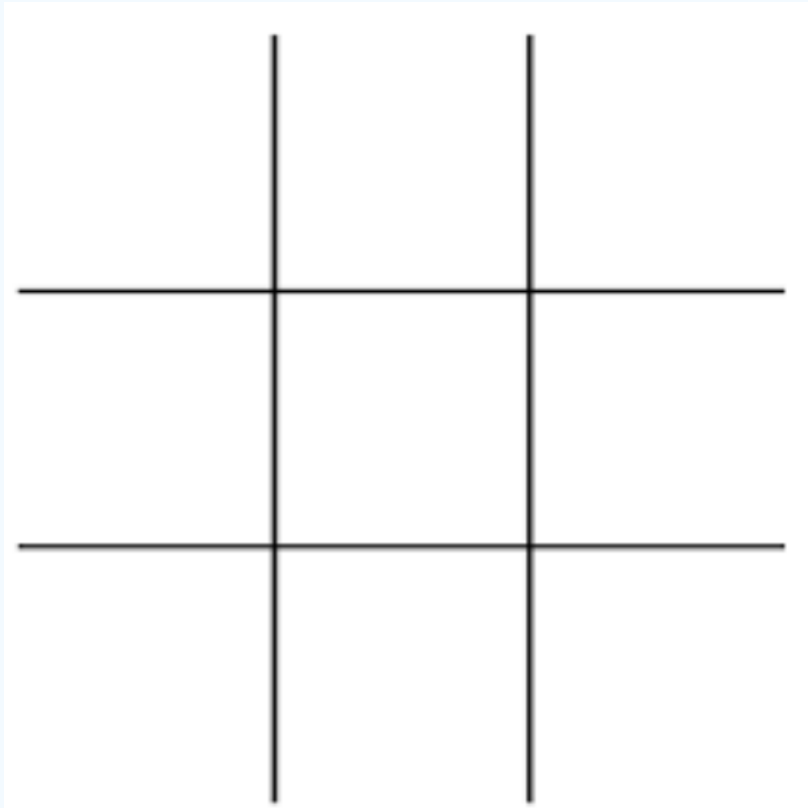
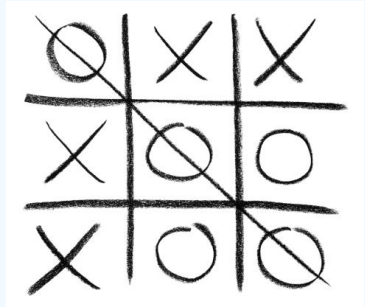
To practise present perfect + ever/never

Also: other tenses; 'if' clauses

Source: from Taylor, J. (2001). *The Minimax Teacher*. Surrey, UK: DELTA Publishing

Noughts and crosses – two ways

Great for revising grammar



Noughts and crosses – two ways

Let's practise: irregular verbs

What's the past tense and past participle of:

to run

to be

to have

to eat

to meet

to learn

What's the present tense of:

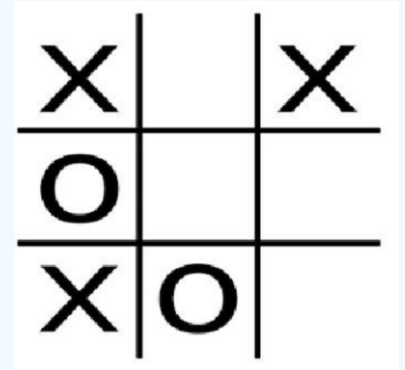
hidden

risen

laid to lay – laid – laid

lain to lie – lay – lain

lied to lie – lie - lied



Noughts and crosses

to run	to be	to play
to meet	to eat	to learn
to dance	to find	to make

Questions, translation

Noughts and crosses

Let's practise

Adjectives and adverbs:

happy

poor

good

usual

regular

Plural nouns:

mouse

child

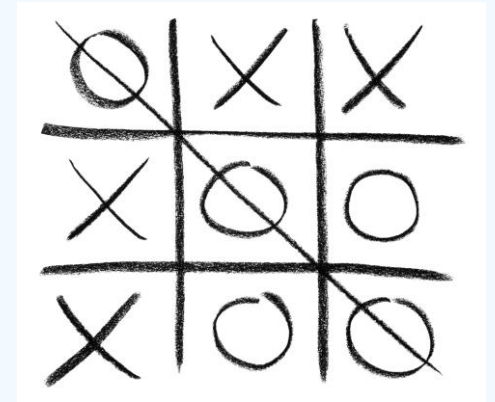
tooth

knife

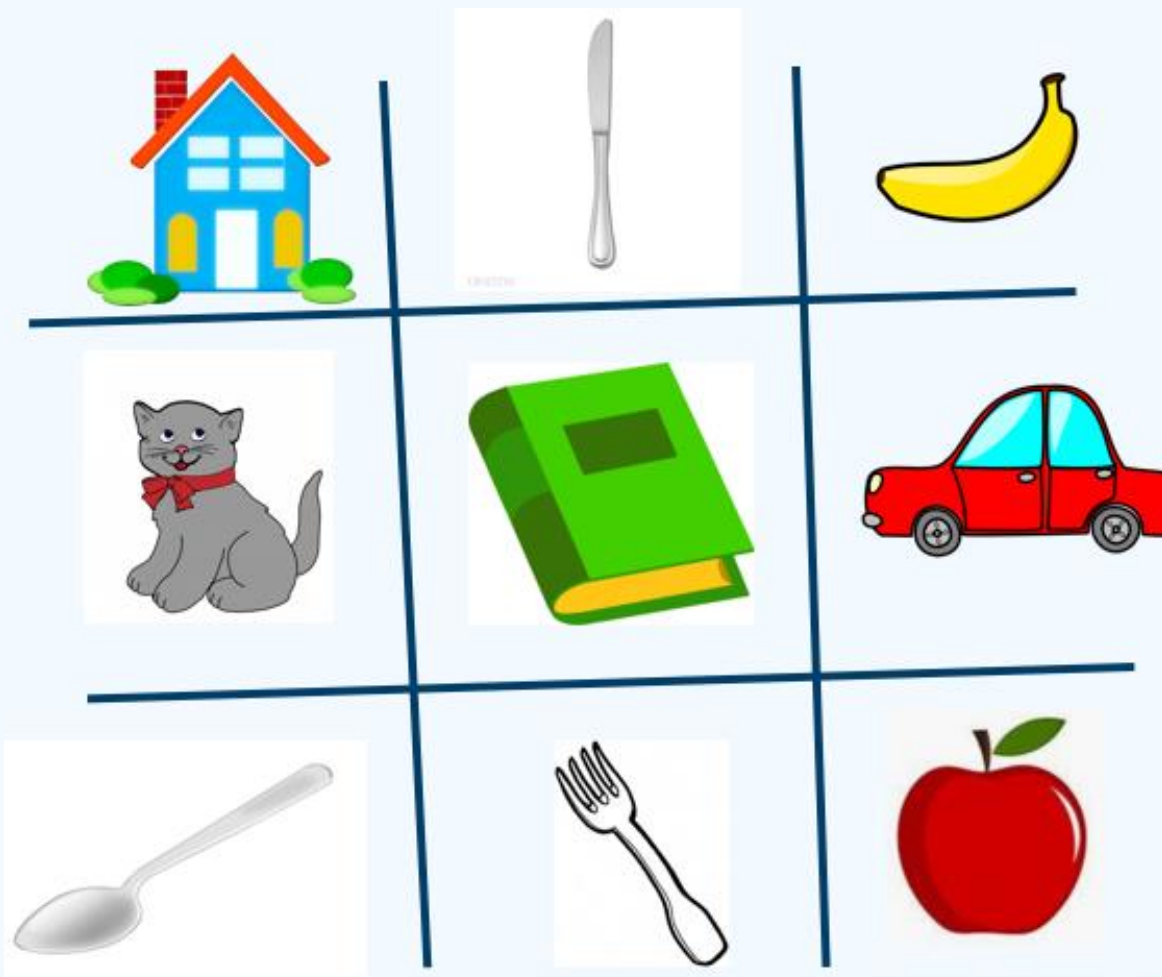
man

foot

a person



Noughts and crosses



Nouns, describe the objects.

Noughts and crosses



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angry



excited



loving



sad



happy



surprised



bored



sad

Adjectives, opposites, adjective to noun, adjective to adverb

<http://traumapathways.com/coping-overwhelming-emotions-trauma/>

Noughts and crosses

Let's practise

She's 10 years old.	No, I don't.	At 9 am.
Yes, I have.	I have three sisters.	Maths and science.
5 years ago.	He lives in the UK now.	No, not very much.

Questions, translation

Syntax: cut up sentences

How could you use this activity in your classroom?

Ideal for practising sentence structure

Let's practise: if clauses



if	chickens	had
lips,	then	they'd
be	able	to
<u>whistle.</u>		

I	wouldn't	eat
that	if	I
were	<u>you.</u>	

Karin's ESL PartyLand/ ©1999/Reproducible for Classroom Use. Scrambled Sentences: Unreal Conditionals <http://eslpartytown.com/teachers/nov/grammar.html>

Questions formation

Let's practise:

To practise question formation (syntax); recall vocabulary

Source: from Taylor, J. (2001). *The Minimax Teacher*. Surrey, UK: DELTA Publishing

Activity 41

Question These Answers!

Level	Elementary onwards
Aims	Practising questions
Duration	1.5 minutes
Materials	Blank paper
Preparation	None

Procedure

- 1 Elicit some information about a given topic, such as 'the UK'. Contributions might include:
Oasis red Hugh Grant whisky St Paul's Cardiff Wembley Boxing Day St Patrick Prince Charles Big Ben Damien Hirst tea
- 2 Write these on the board.
- 3 Divide the class into groups.
- 4 Each group has to write as many questions as possible, but the answers must be from the list of words on the board.
- 5 Collect the questions. Rub the answers off the board.
- 6 Rearrange the students, so that at least one member of each of the previous groups is in each new group.
- 7 Name the students in each group A, B, C, D, etc.
- 8 Choose a question at random. Read it out. Allow a 'conference stage', when students can exchange information.
- 9 Call out a student from one group to answer. If correct, they get one point. If not, ask a student with the corresponding letter in another group.

Variation

Rather than eliciting, you could dictate or write the information on the board.

Useful references

(can be adapted to different languages)

1. Hall, N., & Shepherd, J. (1995). *More Grammar Games*. Cambridge: Cambridge University Press.
2. Rinvoluceri, M. (1984). *Grammar Games*. Cambridge: Cambridge University Press.
3. Taylor, J. (2001). *The Minimax Teacher*. Surrey, UK: DELTA Publishing.

