

Grammar Activities

Activity 1: Spot the differences

Objectives

1. Help the students develop a sense of present perfect tense.
2. Stimulate articulation in class.

Materials

1. Several pairs of pictures / maps of the same place taken over a period of time, so that the differences over time are evident.

Scope

Upper Primary classes

Procedure

1. Give the students two maps or two pictures of the same place but taken over significantly different periods of time.
2. Based on the pictures, ask the students to speak about the changes that have taken place over time.
3. Give them an example and correct their statements whenever required.

For example:

- The wall clock has changed.
 - The room has been decorated with paintings.
4. Always remember that over-correction impacts the confidence of new language learners.

Activity 2: Let's get Imaginative

Objectives

1. Encourage children to articulate in English.
2. Form sentences using a given structure.

Materials

Keep ready a bunch of story-like situations in your mind or preferably written in a diary.

Scope

Primary and Upper Primary classes

Procedure

1. Give the students a story-like situation and ask them to imagine and articulate responses to the questions posed by you. Look at the following example:

Shaheen's parents went out of town for two days, leaving Shaheen and her sister alone. Describe at least six things that the children did or did not do.

- They watched TV till late night.

What happened as a result?

- They got late for school the next day.

What did the parents say to the children when they returned?

- You should not have watched TV till late in the night.

2. This activity can be used to make the children aware of several grammatical categories (for example verb and past tense in the story) simultaneously.

Activity 3: Unscramble the Text

Objectives

1. Encouraging global comprehension of the text.
2. Helping learners build a coherent paragraph with given sentences.

Materials

Age-appropriate texts in printed form.

Scope

Primary and Upper Primary

Procedure

1. Give the students a set of sentences from the same paragraph but which are not in the right order.

2. Ask them to unscramble the sentences so that they are restored to the original order. For this exercise, it is important to choose a text which the students have read in recent past. For younger students, a story would be more appropriate and for upper primary classes, an expository text may be given. An example of a text is given as follows:

Scrambled text for young learners

There were once five-and-twenty tin soldiers, who were all brothers, for they had been made out of the same old tin spoon.

The first thing in the world they ever heard was the words, "Tin soldiers!" uttered by a little boy, who clapped his hands with delight when the lid of the box, in which they lay, was taken off.

They shouldered arms and looked straight before them, and wore a splendid uniform, red and blue. The soldiers were all exactly alike, excepting one, who had only one leg; he had been left to the last, and then there was not enough of the melted tin to finish him, so they made him stand firmly on one leg, and this caused him to be very remarkable.

They were given to him for a birthday present, and he stood at the table to set them up.

Unscrambled version

There were once five-and-twenty tin soldiers, who were all brothers, for they had been made out of the same old tin spoon. They shouldered arms and looked straight before them, and wore a splendid uniform, red and blue. The first thing in the world they ever heard were the words, "Tin soldiers!" uttered by a little boy, who clapped his hands with delight when the lid of the box, in which they lay, was taken off. They were given him for a birthday present, and he stood at the table to set them up. The soldiers were all exactly alike, excepting one, who had only one leg; he had been left to the last, and

then there was not enough of the melted tin to finish him, so they made him to stand firmly on one leg, and this caused him to be very remarkable.

Scrambled text for older learners

Jip put the straw mattress Mrs. Lyman had made on one side of the cage, sat down, and pulled shut the slat door.

There was a chamber pot in the corner.

He wanted to know how it might feel to live in a cage.

He looked about, taking in the smell of the new-shaved wood.

It felt clean and, well, cosy.

It might be nice to have a place of his own like this, away from the snoring of the old men and Sheldon's tossing and restless sleep talk.

He and Sheldon had done a good job of it.

Well, at least he had a cot of his own now.

He had made a little trapdoor so it could be taken out and emptied and food could be passed in without having to undo the padlock on the main entry.

At first he'd had to sleep with Sheldon and woke up on the floor more mornings than not.

Unscrambled version

Jip put the straw mattress Mrs. Lyman had made on one side of the cage, sat down, and pulled shut the slat door. He wanted to know how it might feel to live in a cage. There was a chamber pot in the corner. He had made a little trapdoor so it could be taken out and emptied and food could be passed in without having to undo the padlock on the main entry. He looked about, taking in the smell of the new-shaved wood. He and Sheldon had done a good job of it. It felt clean and, well, cozy. It might be nice to have a place of his own like this, away from the snoring

of the old men and Sheldon's tossing and restless sleep talk. Well, at least he had a cot of his own now. At first he'd had to sleep with Sheldon and woke up on the floor more mornings than not.

References

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- Paterson, Katherine. (1998). *Newcomers. Jip: His story* (23-34). Puffin Books, USA.

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