

Out of Your Seat Grammar!

Are you looking for fresh ideas to introduce and practice grammar?

Are you wondering how to blend communicative activities with the assigned text book?

In this webinar, you will:

- see modeled lessons that are easy, effective, and engaging
- be provided tips for creating a comfortable class environment, giving clear directions, and modifying activities to fit various themes and levels.

Participants will finish this session with strategies and inspiration they can use immediately!

Three Tips Before We Begin...

- Open yourself up to new ideas...trying something new doesn't mean you have to stop doing what's already working. Instead, you can potentially add to what's already going well.

◉ Instead of asking yourself:

- “Will this activity work for my class?”

◉ Try to ask:

- “How can I modify this idea to make it work for me?”



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- Remember that your colleagues are your best resource for new ideas and support.



Responses to Pre Webinar Discussion Question:

- What are the biggest challenges to teaching grammar?



A Sample Lesson on: Future with *Going To*



Creating Your Objective

- ◉ Be specific
- ◉ Be reasonable
- ◉ How will you know when students have reached the objective?

Examples for Discussion:

- ◉ I will teach the future with *going to*.
- ◉ Students will be able to use the future with *going to*.
- ◉ Students will be able to tell us at least five things that they are going to do this weekend using the future with *going to*.

Sample Lesson Plan Template

Class: **Date:**
Learning Objective:

Time	Activity	Interaction	Materials	Notes
		T-Ss		
		S-S		
		Ss		

Extra Time:

Make Sure There is Variety

- ◉ Listening/Speaking/Reading/Writing
- ◉ Individuals/Pairs/Groups
- ◉ Accuracy/Fluency
- ◉ Fast/Slow
- ◉ Standing/Sitting

Ask Yourself WHY You Are Doing Each Activity

- ◉ If you're not sure why....don't do it.
- ◉ If it is worth doing...is it worth all of the time you are dedicating to it?

Know When to Veer Away From the Plan!



The Lesson/s...

- ◉ Time frames will vary
- ◉ Build up/sequence provided is important

Spark Their Interest



Role Play

A. Hi there! How are you?

B. Great, thanks! Hey, are you going to study for the test tonight?

A. Yes, of course. How about you?

B. Definitely. And I'm going to finish all of my homework.

A. Good plan. My mom is going to drive me to school tomorrow. Do you want to come?

B. Sure! Thanks! See you then!

Role Play Possibilities:

- ◉ Listen/Repeat

- Isn't "Listen/Repeat" old news??

- ◉ Choral reading using different voices/volumes

- ◉ **Let's try this! If you're with a group, try this with a partner. If you're alone, read both parts (A and B.) This time, read your lines in a whisper!**

Role Play

A. Hi there! How are you?

B. Great, thanks! Hey, are you going to study for the test tonight?

A. Yes, of course. How about you?

B. Definitely. And I'm going to finish all of my homework.

A. Good plan. My mom is going to drive me to school tomorrow. Do you want to come?

B. Sure! Thanks! See you then!

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- ◉ Timed Oral Reading: Have students work in pairs. Have partners take turns reading to each other for a certain amount of time. Have them mark how far they get each time. Give both partners a few turns.
 - ◉ **Let's try this one too! You'll have two tries, lasting 10 seconds each.**

Role Play

A. Hi there! How are you?

B. Great, thanks! Hey, are you going to study for the test tonight?

A. Yes, of course. How about you?

B. Definitely. And I'm going to finish all of my homework.

A. Good plan. My mom is going to drive me to school tomorrow. Do you want to come?

B. Sure! Thanks! See you then!

- Two Circle Rotation
 - Note the build up...



◉ Disappearing Dialogue

A. Hi Mary! How are you?

B. Great! What are you going to do
this weekend?

A. I'm going to do my homework. And you?

B. I'm going to visit my cousins.

A. Hi Mary! How are you?

B. Great! What are you going to do
this week?

A. I'm going to do my homework. And you?

B. I'm going to visit
cousins.

Structured Slot Chart

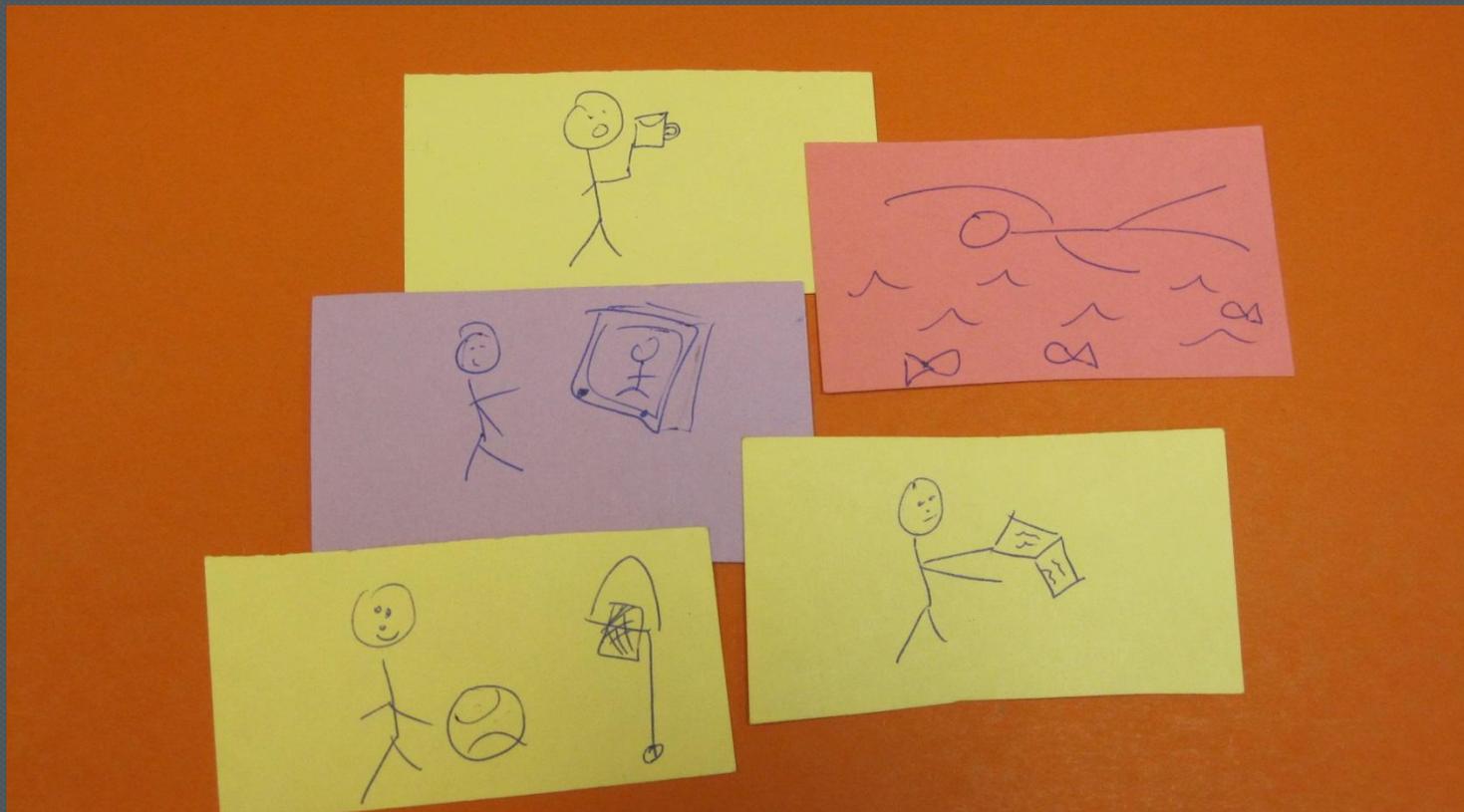
I	am	going to	call a friend.
You We They	are		clean the house.
He She It	is		wash the clothes.
			do homework.
			play basketball.
			watch a movie.
			sleep.

Use of the Board



Action Cards

(What are you going to do?)



Student Interview Chart

What is your name?	What are you going to do after class?	What are you going to do tomorrow?	What are you going to do next weekend?
1.			
2.			
3.			

Reporting Back on Student Interview Chart

- Afterwards, ask students to report back on what *their partner* told them. This ensures that they did in fact talk with someone... and that they listened to what that person said!

Question Activity Board

When are you going to do your homework?	What time are you going to wake up tomorrow?	What time are you going to eat lunch tomorrow?	How are you going to make the world a better place?	Finish!!
What kind of job are you going to have?				
When are you going to buy a car?	Who is your Mom going to vote for?	When is your neighbor going to get home?	What are you going to eat for dinner?	What are your friends going to do on New Year's Eve??
				What is your teacher going to do after class?
Start	What are you going to do tomorrow?	What are you going to do next weekend?	What are you going to do next summer?	What are you going to do after you graduate?

Teacher's Role During Group Activities

- ◉ Circulate to make sure students know how to complete the task.
- ◉ Make yourself available for questions.
- ◉ Listen for common errors to review later.

Student Created Role Play

- ◉ In pairs, create a dialogue.
- ◉ In this dialogue, you must incorporate the following:
 - **He is going to be mad!**
 - **I am going to buy it.**
 - **They are going to get hurt.**

Twos to Fours

- With your partner, share your dialogue with another pair.
- Afterwards, say good bye to that pair and share your dialogue with another pair. Try to make more eye contact this time and don't look at your paper too often.
- Repeat one more time with another pair. This time, try not to look at your paper at all!

Try New Ideas More Than Once!

- ◉ If it doesn't go perfectly the first time, try to analyze why and make modifications.
- ◉ You will get better at explaining the activity each time.
- ◉ Students will get used to the types of activities you do.

Additional Possibilities for Continued Practice:

- ◉ Standard Dictation or Running Dictation
 - What happens when one student or group finishes long before the others?

Running Dictation Explanation:

- ◉ Prepare ten sentences that fit the level and theme of the class.
- ◉ Post enough copies randomly around the room so that there are enough for every pair of students.
- ◉ Assign each pair to a paper.
- ◉ Ask one person in each pair to be the first writer, and the other to be the first reader. Tell them that half way through (after sentence #5) they should trade jobs.
- ◉ When the activity begins, the reader walks to his or her designated paper, reads the first sentence, and walks back to tell the other person what to write.
- ◉ They continue in this way until all of the sentences are completed.
- ◉ As teams finish, have them take down the paper and check their work.

◉ Mix and Mingle

- Remember the accuracy vs. fluency conversation.
- Remember to ask students what their partner's answer was afterwards.



Mix and Mingle Explanation:

- ◉ Write a level appropriate question on the board. Read it aloud to the group.
- ◉ Have students stand up, find a partner, and ask/answer the question.
- ◉ After it seems like most pairs have both asked and answered the question, ask them to say goodbye and find a new partner.
- ◉ Have a second level appropriate question on the board. Read it aloud. Have students ask and answer this question with their second partner.
- ◉ Continue in the same way a third time.
- ◉ Later, follow up on the information students learned from their partners. For example: What is Sonia going to do tonight? What is Felipe going to do next weekend?

- Related fill in the blank exercises
 - Time for the book?
 - What to do with the homework



◉ Chart paper questions

- Chance for real life answers or spiced up exercises from the book.
- Good use of time at the beginning of class if there are often late comers.



Giving Directions

- ◉ Make sure you have everyone's attention.
- ◉ Give clear, concise, step by step directions.
- ◉ Model what you want them to do.
- ◉ Let students know what they should do when they're finished.
- ◉ Ask comprehension questions before beginning the activity.

Informal English

“Going to” often gets reduced
to “gonna.”

Should we teach this??

Wait, I Don't Need to Teach *Going To*!

How am I supposed to teach.....

Present Continuous, Simple Past, Present Perfect, Irregular Past, Past Perfect, Past Perfect Continuous, Present Perfect Continuous, Future Perfect, Modals, Prepositions of Place, Conditionals, Demonstrative Adjectives.....????????!!!!!!!

What About Error Correction?

Ask yourself:

- Have I taught this?
- Is this the best *this* student can do right now?

If you decide it needs correcting, how will you do it?

Classroom Management

- Practice routines until students get it right
- Have students earn rewards
- When student behavior isn't what you need it to be, ask yourself why. Is the activity too easy or too difficult? Did they not understand the directions? Were they given too much time to do something?

Self-Reflection After Every Class

- ◉ What went well and why?
- ◉ What didn't go as well and why not?
- ◉ What is one very specific thing I will change for next time?

Taking Care of YOU!

- ◉ Make time for yourself.
- ◉ Keep things fresh and interesting.
- ◉ Congratulate yourself on all of the excellent work you're doing!



Additional Comments and Questions!

