

Institut Pendidikan Guru Kampus Dato' Razali Ismail

# Techniques for Teaching Grammar

Teaching of Grammar in the Primary Classroom



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30<sup>th</sup> July 2012

Participant's Worksheets and Notes

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# Techniques for Teaching Grammar

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*Participant's Notes*

## ***Acknowledgements***

The workshop was organized by Pn Zainab binti Ab Rahman, coordinator for Language Description courses in the Jabatan Bahasa-Bahasa at IPGKDRI.

## **Introduction**

This is a short (2 hour) workshop prepared for students at IPGKDRI as part of the "Teaching of Grammar in the Primary Classroom" (TS 3108) course in Semester 2, 2012.

## **Objectives**

Participants (lecturers and IPG students) will:

- experience the use of techniques such as
  - songs and chants
  - Games
  - Stories
  - Nursery Rhymes and Poems
  - Puppets
  - Plays and Dialogues
- be equipped to create and develop their own materials to use these techniques when teaching grammar.

## **Materials**

The Facilitator needs:

- Facilitator's notes
- PowerPoint presentation file
- Plain paper, one sheet for each participant
- A short story plan for each participant
- A song for each participant

The participants need:

- a copy of the participant's worksheets and notes
- writing materials (including colours and scissors) and notebook

## Worksheet 1 – Why teach Grammar?

*Briefly answer the following questions*

What is “Grammar”? .....

.....

How important is Grammar in learning a language? .....

.....

Is it possible to learn a language well without learning the Grammar? .....

.....

What is the easiest way to teach Grammar? .....

.....

.....

***Discuss***

## Worksheet 2 - Stories

### *Telling and re-telling a story.*

With your partner, read the story-line you have been given. It includes only the minimum idea of a plot which you will elaborate on.

Give your story a title: .....

What grammar point are you going to emphasise **in the first telling of your story**?

.....

What words or phrases will you do this with? .....

.....

.....

.....

Which parts of the story will you encourage the children to join in with?

.....

.....

.....

**In the second telling of your story**, what grammar point are you going to emphasise?

.....

What words or phrases will you do this with? .....

.....

.....

.....

Which parts of the story will you encourage the children to join in with?

.....

.....

.....

***Make a Little Book. With your partner, write (and illustrate) the two versions of your story in your two little books. (It may need to be a shortened version of your story!)***

## Worksheet 3 - Songs

What is the name of your song? .....

What Grammar points could you teach with this song?

.....

.....

.....

Which words in the song show the Grammar points?

.....

.....

.....

What could you change in the song? .....

What Grammar points could you teach with the changed song?

.....

.....

.....

Which changed words in the song show the Grammar points?

.....

.....

.....

What actions, movements, noises or fun bits would you use or add?

.....

.....

## Worksheet 4 – Chant 1

Create a Vocabulary Chant

1. Decide on your topic or theme (e.g. grammar terms, nouns with a theme such as animals, verbs of speaking, adverbs ... anything really)

.....

Brainstorm words that fit your topic or theme. Write 10 or 15.

.....

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.....

Next to each word, note how many syllables it has.

Now choose 3 words with 2, 2, 3, and 1 syllable respectively.

(2) ..... (3) ..... (1) .....

Now write your chant:

(2) ..... (3) ..... (1) ..... \*

(2) ..... (3) ..... (1) ..... \*

(2) ..... (3) .....

(2) ..... (3) .....

(2) ..... (3) ..... (1) ..... \*

\* When you say your chant, keep a strong 4-beat rhythm by putting one beat on each word and then adding a **\*click** at the end of the 1<sup>st</sup> 2<sup>nd</sup> and last lines.

## Worksheet 5 – Chant 2

Create a *short* Grammar Chant of your own to teach Adjective-Noun word order. Write your newly-created chant here:

Title: .....

Leader .....

Response .....

Leader .....

Response .....

Leader .....

Response .....

Leader .....

Response .....



## Worksheet 6 - Games

### Reported speech soccer.

This particular version of this game would be too difficult for primary school students – it has been adapted to be fun for IPG students.

This is a revision exercise, so - remember the rules for reported speech?

On the back of each card is a word or two telling the original speaker how to say the quote so that their partner can give the correct answer. The categories on the cards are:

***say, agree, refuse, promise, threaten, yell/shout, whisper, read, write, ask (if), ask (wh-), wonder (if), wonder (wh-), brag/boast complain, deny, confess.***

How would you report the following:

(Say) "I am in a good mood." .....

(Yell/shout) "I hate living in this house." .....

(Whisper) "I need an eraser" .....

(Agree) "OK. I'll sell it for \$200." .....

(Refuse) "I WON'T help you!" .....

(Wonder wh-) "What will I be when I grow up?" .....

(Wonder if) "Will it rain tomorrow? " .....

(Promise) "I'll take you to a movie tomorrow." .....

(Threaten) "If you don't do it, I'll hit you." .....

(Confess) "I robbed the store." .....

(Deny) "I didn't kill the boss." .....

15 types of language games are described in a document which you can download from

<http://ktf2012.weebly.com/language-games.html>

All of these can be adapted in some way to use for teaching Grammar.

## Worksheet 7 – Nursery Rhymes

*Choose one of these Nursery Rhymes.*

Little Bo-Peep  
Has lost her sheep,  
And doesn't know where to find them.  
Leave them alone,  
And they'll come home,  
Wagging their tails behind them.

Mary had a little lamb,  
Its fleece was white as snow;  
And everywhere that Mary went  
The lamb was sure to go.  
It followed her to school one day  
Which was against the rule.  
It made the children laugh and play  
To see a lamb at school.

The old woman must stand  
At the tub, tub, tub,  
The dirty clothes  
To rub, rub, rub:  
But when they are clean  
And fit to be seen,  
She'll dress like a lady  
And dance on the green.

Betty Botter bought some butter,  
But, she said,  
The butter's bitter;  
If I put it in my batter  
It will make my batter bitter.  
But, a bit of better butter  
Will make my batter better.  
So, she bought a bit of butter  
Better than her bitter butter,  
And she put it in her batter  
And the batter was not bitter.  
So, 'twas better Betty Botter  
Bought a bit of better butter.

Doctor Foster went to Gloucester  
In a shower of rain  
He stepped in a puddle,  
Right up to his middle,  
And never went there again.

Little Miss Muffet  
Sat on a tuffet  
Eating her curds and whey.  
Along came a spider  
And sat down beside her  
And frightened Miss Muffet away.

The Queen of Hearts  
She made some tarts,  
All on a summer's day.  
The Knave of Hearts  
He stole those tarts,  
And took them clean away.  
The King of Hearts  
Called for the tarts,  
And beat the knave full sore.  
The Knave of Hearts  
Brought back the tarts  
And vowed he'd steal no more!

There was a crooked man,  
And he walked a crooked mile,  
He found a crooked sixpence  
Against a crooked stile;  
He bought a crooked cat,  
Which caught a crooked mouse,  
And they all lived together in a crooked  
little house.

There was an old woman  
Lived under a hill  
And if she's not gone  
She lives there still.  
Baked apples she sold,  
And cranberry pies,  
And she's the old woman  
That never told lies.

Alas! Alas!  
For Miss McKay!  
Her knives and forks  
Have run away.  
And when the cups  
And spoons are going,  
She's sure there is  
No way of knowing.



*Worksheet 7 continued*

Which Nursery Rhyme did you choose? .....

Have you heard this Nursery Rhyme before? .....

What Grammar points could you practise with this Nursery Rhyme?

.....  
.....

What could you change or substitute to reinforce a grammar point? .....

.....

Can you think of any other activities you could/would do while practising it?

.....  
.....

***Share with your partner.***

## Worksheet 8 – Plays and Dialogues

Create a dialogue from this picture. Use the Grammar points in the worksheet.

*(Worksheet 9 below)*



**Worksheet 8 continued**

Look at the picture. What might each of the three men be saying?

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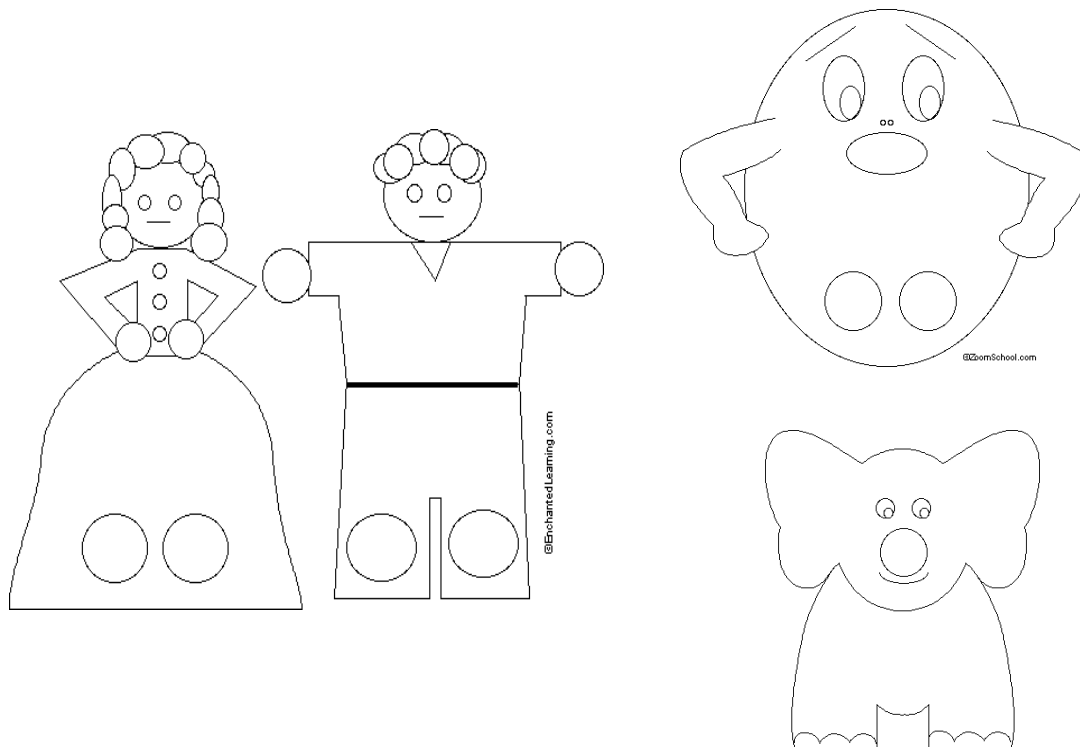
- Discuss with your group.
- Decide on and practise a short dialogue.
- Consider applicable Grammar points.

Be prepared to present your drama to the whole group.

## Project Activity - Puppets

These 2-finger puppet templates are from [www.enchantedlearning.com](http://www.enchantedlearning.com), and are designed for specific stories or themes such as nursery rhymes. (There are others available on the website.)

They are reproduced here slightly smaller than they should be – the holes need to be big enough for children to put their fingers through.



**Task:** Design and create your own set of 2-finger puppets for a specific story or role-play.

Think about the grammar points you will be teaching or revising.

## Workshop Evaluation

Name (optional) ..... Class .....

Date of Workshop ..... Presenter .....

Please feel free to add specific comments.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I enjoyed the workshop. (comments?)					
I learnt something useful and new. (comments?)					
I will use this material when I start teaching. (comments?)					
I would like more like this. (comments?)					
Some things in the workshop were not useful. (comments?)					
<i>Other Comments</i>					