

Entertaining Methods to Learn Grammar at School

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Abstract

In the era of globalization, the world is exchanging ideas and technologies among themselves in English. To see the importance of English it has become necessary to be taught English as a subject at the primary level. To make children perfect in English, grammar should be taught. The teaching methods of grammar should be adopted according to the level of students, his/her age, his/her social background, his/her psychology, etc. At the primary level, the knowledge of grammar must be given by games and activities. Games and activities make learning deep, broad, relevant through and imaginative. The grammar games are “what am I doing? Noughts and Crosses, Tomatoes are red. Tic Tac Toe Grammar, Sentence Maze” etc. These games and activities are interesting for the level of primary students.

In the past times when man was not educated, he did not know about grammar but he was able to communicate. He shared his views with others. So it is clear that language came in before the grammar. The science of grammar soon attracted people to preserve the elements of elitism and the culture of the language made the study of grammar a must. Grammar is the mathematics of the language. Gradually he started to learn grammar. The rules of grammar might have watered the plant of language in its young and immature stage but most of its (language) use is much after the learning period. When we do things with language, our language should be grammatically correct. When taking care of the grammar of language of language we learn to speak and write the language correctly. Earlier the general pattern was to present the rules of grammar first, followed by a number of exercises that were mechanical and monotonous. Further, even if the students were able to read and write English well solely based on their mastery of grammar. Recently there has been a lot of rethinking. On the teaching of grammar.

Changes have been introduced with specific reference to two major issues;

- (A) Making grammar learning enjoyable;*
- (B) Making grammar help learners to read and write better We must know about the terms ‘Grammar games and grammar practice activities.*

Key Words : *globalization, preserve, mechanical, monotonous, play-way method, traditional, involved.*

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Grammar Games

Grammar games are similar to lay - way method of teaching Practice in important areas of grammar is provided through games. So while students think they are just playing a game, in fact, they are unconsciously getting practice in a particular grammatical structure. Learning can, thus, become fun.

Grammar practice Activities (GPAS) Grammar practice activities, as the term implies, provide practice in grammar, The practice is made interesting and mechanical like traditional exercise. Further, these activities provide opportunities for learners to use language for communication. As Earl Stevick cautions us, "Though a student may repeat over and over the forms of the language, in doing so he may not be using the language." The GGS AND GPAS help learners to engage in active language use - while learners are producing structure which they should practice, They are at the same time actively involved in communication. They listen, speak and understand.

They improve their communicative competence.

Game 1 : What am I doing?

Level : Secondary

Grammar : Present continuous tense

Procedure; Write a number of statements that describe different Interesting actions' on different slips of paper. For example;

1. You are trying to keep awake in a class.
2. You are eating noodles with a fork.
3. You are trying to thread a needle while traveling in an auto-rickshaw.
4. You are trying to switch off an alarm clock, lying in bed in the dark.

Now ask students to volunteer each time to pick up a slip and act out the command.

Ask the class to guess what action is being performed. In their attempts to guess they would come out with a number of sentences in the present continuous tense. Repeat this with another volunteer. This will give your learners a great deal of practice in the use of the present continuous tense.

Change the verb in the following sentences into the present continuous tense;

1. Ram climbs the mountain.
2. I walk to school.
3. You write on the blackboard.

Game 2 : Noughts and Crosses

Level : Secondary

Grammar : Conjunctions

Procedure; Most of the students should be familiar with the game of noughts and crosses and the same rules apply, except that there are words instead of noughts and crosses. Drawing the following on the blackboard.

And	Either or	as
though	but	Neither.... nor
if	since	because

Divide the class into two groups. The first group should choose one of the Words and construct a sentence with it, e.g. I like bananas but hate apples.

Now the second group should choose another word and make a sentence. They should be careful in the selection of words so that they win the game and not allow the other to win. That is, they should select words across a row down a column, or diagonally. This game can be adapted to apply to any grammatical area, e.g. parts of speech, propositions, conditionals.

Game 3 :

Secondary

Grammar : Reported speech

Procedure

The game is really meant for small groups (between 2 and 8) as it is essential that the teacher referees. The game goes as follows :

1. The teacher prints a set of quotation cards (see Soccer Matches Below) and a game board. The quotation cards should be pasted onto cardboard and cut out.
2. The class is divided into two teams (or the whole class can play as one team against the teacher).
3. Teacher places a marker on the soccer field to represent a soccer ball.
4. There are three ways the teacher can proceed from here :

(a) If it is the first game, the teacher can flip over a quotation card and the student whose turn it is reads the quote and reports what was said, heard, read, or thought. For example, if the card says “it’s a beautiful day” then the student will say, “he/she said that it was a beautiful day.” Every card has been designed so that the student can easily identify the pattern that is required.

(b) Once the students get good at it, the teacher can just read the card to the student instead of flipping it over and letting the student read. The teacher will have to act out the card as well. For example, if it's a 'whisper' card, then the teacher will whisper the quotation and the student will have to say, "He/she whispered that..."

(c) The third way — my preferred way now — is to have one student pick up a quotation card and read it to his/her partner then must report to the teacher what was said.

In both (b) and (c) above it is important to get a set of gestures down to help the student who is listening guess which pattern is required. For example, if the pattern is "heard that" then the student who is speaking should put his/her hand to his/her ear and read out the quote. If the pattern is "yell that", the student can make a clenched fist and read the quote loudly. Both "think that" and "wonder if/what" can be done with finger tapping on the temple of the head.

5. If the student correctly reports what was in the quotation, the soccer ball advances one space (one player) closer to the opposing net. If the student makes even the slightest mistake then the ball moves one space closer to his or her own net. Alternate between players from each team.

6. If you decide to have the whole class play against the teacher, the teacher will go around the group and they will try one at a time to report what was said. If the student reports correctly, the ball moves towards the teacher's goal. If the student makes a mistake, then the ball moves towards the student's goal.

Game 4 : Tomatoes are Red

Level; Secondary

Grammar; use of simple present tense for habitual actions.

Procedure; Divide the students into groups of 5. Ask each group to think of as many sentences as possible describing universal truths. Give a few sample sentences.

E.g.

1. The sun rises in the east
2. Hone is sweet.
3. Tomatoes are red

Give a limit of 10 minutes. The group that comes out with the maximum number of grammatically correct sentences will be declared the winner. Grammar games

Tick Tac Toe Grammar

For this fun grammar, game you can either draw a giant tic tac toe board on your blackboard or make some in advance. In each square of the grid, you need to put a sentence with a blank where the verb must be. If you students can fill in the blank with a verb of the proper tense, then they get an X. The trick with this game is that the teacher must check the answer as the game goes on (which can be a problem when you have a large group of students divided into pairs).

You can also use this tic tac toe method to practice other parts of grammar, as well. You can have your students put the given sentence in the past tense, finish a sentence correctly, etc.

Grammar Activities and Games - Sentence Auctions

This grammar activity is slightly more advanced. Divide your class into groups and tell them what auctions are and how they work. Then allot each group a certain amount o “money” or points and tell them that they want to bid only on correct sentences. You then auction off sentences, both correct and incorrect ones. Whichever group ends up with the most correct sentences wins.

Grammar Activities and Games - Sentence Maze

For this game, you need to draw a “maze” and print it out for each student. Students all start at the start space at the same time. You then read a sentence. if the sentence is correct, the students take the dotted line out of the start space and to the next space. If the sentence is incorrect, they take the bold line to the next space. Then you read another students and if it is correct, the students take the dotted line, etc. Eventually, if the student has correctly answered all sentences, she wins (all correct students will win at the same time).

Grammar Activities and Games - Sentence partners

Give each of your students a word. Give some students subject nouns, others should get verbs, and some should get verbs (more advanced classes can have adverbs, prepositions, etc.) Then have your students go about the classroom and find at least two other students that they can make a sentence with. When everyone has found a sentence to be a part of, read the sentences to the class, and then do it all over again!

Game : The Burglary

Level : Secondary

Grammar : Passive Voice

Procedure; Tell the children that a burglary had taken place in Mr. Gupta's house when he was on a holiday. When Gupta came back he was shocked to find the following; the windows were broken.

The safe had been broken. Now ask the learners to write ten more sentences about the burglary. This would provide a natural context for the use of the passive voice. You could make the task more interesting if you would give them a picture of the room after the burglary.

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