

# Drilling Grammar

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# Introduction



Present grammar structure by small scaffolding steps and follow with lots of practise and production activities.

Present

# Teach as Collocations with Vocabulary

*(More for SS)*

**a** T-shirt



shoes



# Gestures + Emphasis with Voice

SS3 Unit 3 –  
“It’s **an** elephant.”



SS3 Unit 3 – “What’s this?” vs. “What’s that?”



... gestures/visual cues are great for prompting and correcting, as is effective use of voice.

“It’s a \_\_\_\_.”

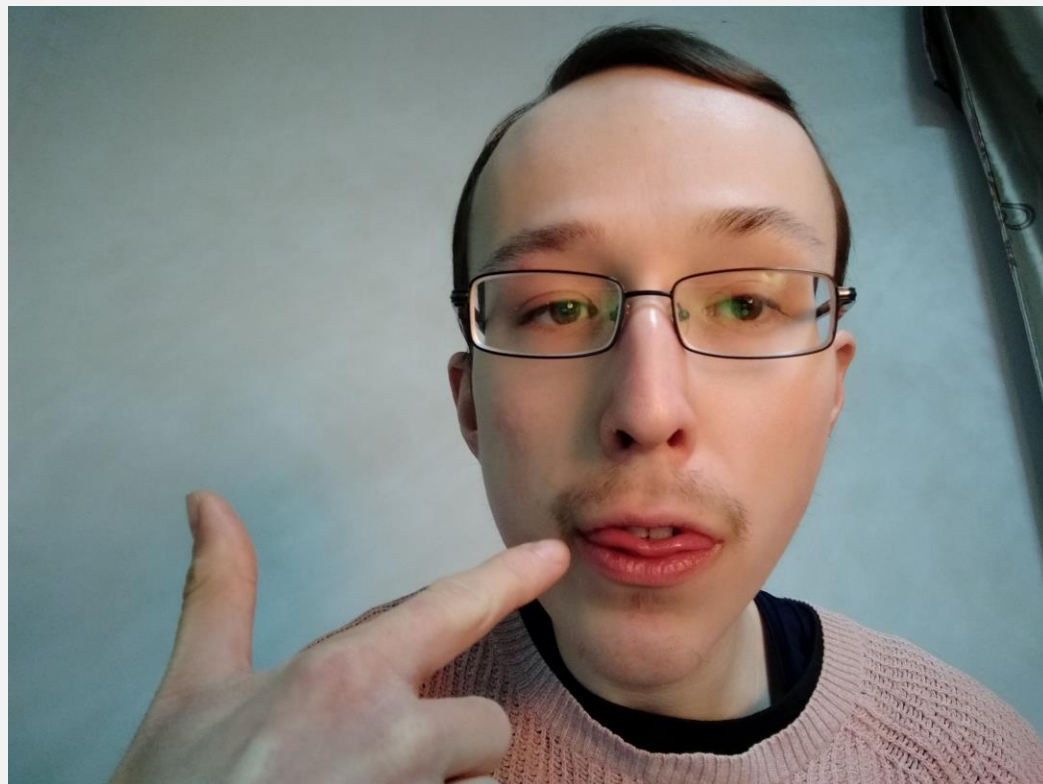


“It’s (x) \_\_\_\_.”





“...the...”



Don't laugh!

This has worked!

# Practise and Production



Certainly for Older Ss, the list of possible activities is almost non-exhaustive!

Two-Points to Consider:

- Push students to really think.
- Push the students to “create” the grammar themselves (more HF and above).

# Case Study: Small Stars

## **SORTING**

a

an



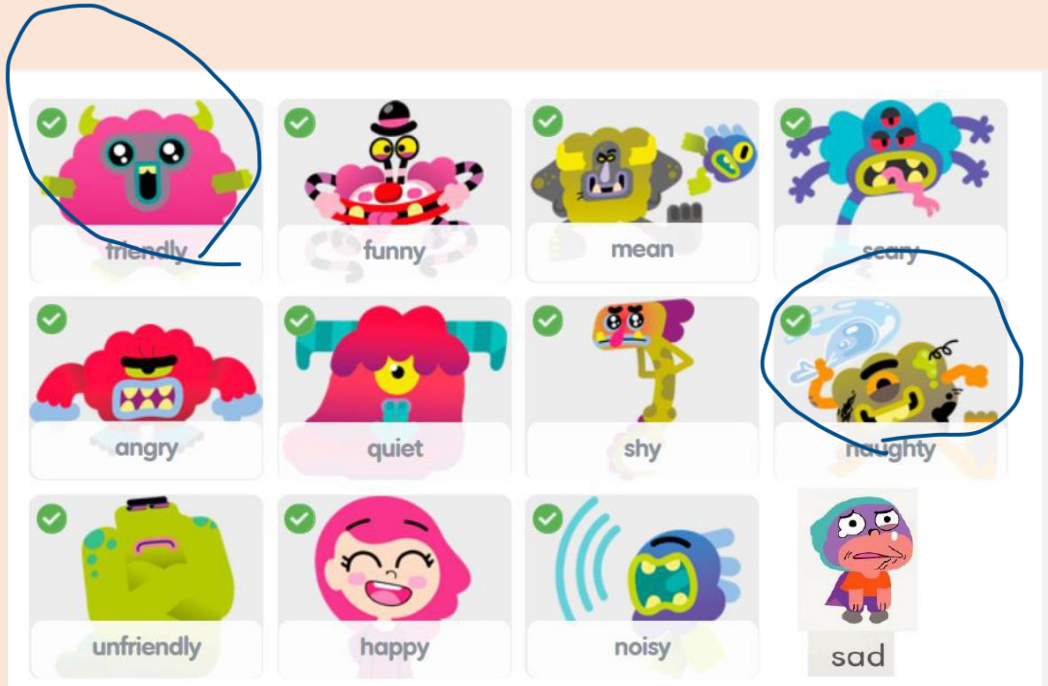
- Ss could do this in groups.
- This could help with building social skills.
  - It could be made into a race.

Sorting activities great for TB and HF also, but can scaffold up to much more there.

# Case Study: High Fliers

Remember to scaffold up properly!

(1)



“and” or  
“but”?

Can you think of some of your own?

(2)

and

but

Always great fun to  
make it a team game!

# Case Study: TB

What is wrong with this sentence?

Frank goes to swimming  
everyday.

## Sentence Corrections




Coming up with their  
own examples.

三：用以下两种形式分别写出5个将来时句子

1. be going to + 动词原形 <注意be 的变形>
2. will + 动词原形

例句： I will go to the park tomorrow.  
I am going to the park tomorrow.

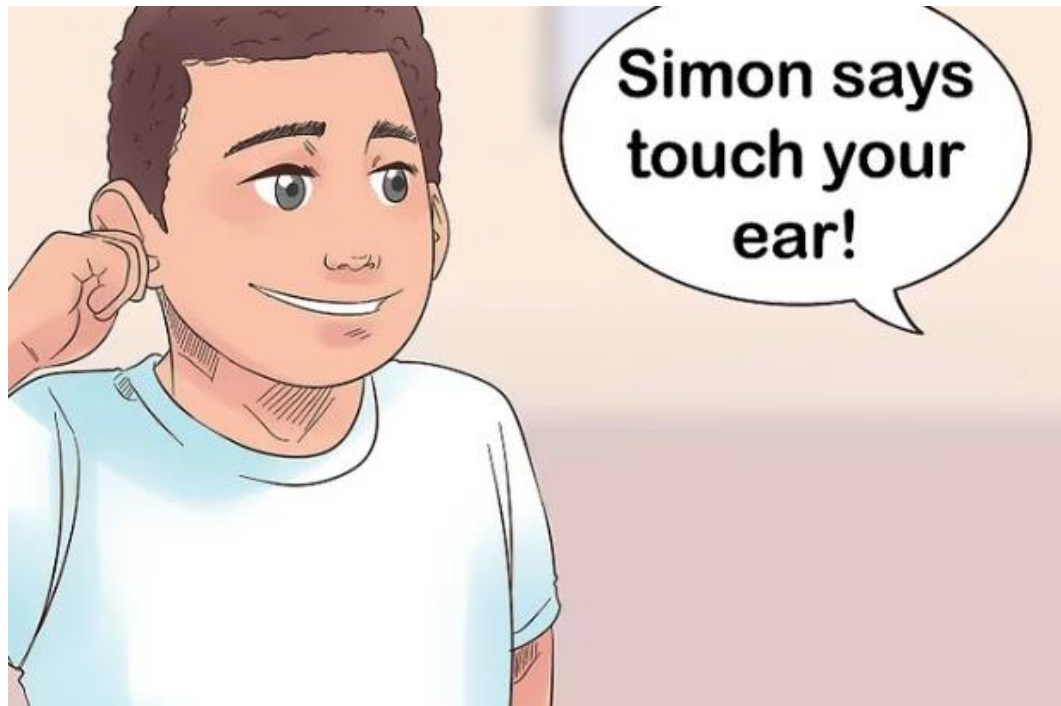
Full credit to Summer  
for pushing this so  
effectively.



# Engraining in Long- Term Memory

Spaced Practise and Continual  
Review

# Bring Into Your Classroom Routines and Review Games



e.g. "What's this?" and "What's that?" in Simon Says.



# Use Previously Taught Grammatical Structures in New Contexts

e.g.

What's this? / What's that?

The diagram illustrates the use of previously taught grammatical structures in new contexts. It features a yellow background with the text "What's this? / What's that?" at the top. Below the text are several cartoon illustrations of fruits and vegetables, each with a character-like face. On the left side, there is a pear, a pineapple, and a carrot. On the right side, there is a boy, an owl, a potato, a frog, and another boy. Arrows point from the boy on the right to the carrot, from the owl to the pear, from the frog to the potato, and from the boy on the right to the pineapple.



# Continually Review Previously Taught Grammar, Even Incorporating Questions Involving it in Assignments for Newly Taught Grammar

## Correct the following sentences:

Four examples are done for you.

**Example 1:** I went to shanghai last year.  
I went to **Shanghai** last year.

**Example 2:** I often play swimming.  
I often **go** swimming.

**Example 3:** Yes, please. I'd like eat pizza for my main course, please.  
Yes, please. I'd like **to eat** pizza for my main course, please.

**Example 4:** I ate **an** pizza for dinner last night.  
I ate **a pizza** for dinner last night.

(1) I am going on holiday to **thailand** next year.

(2) I rarely go to swimming.

(3) I ate dinner at pizza hut yesterday.

(4) My father often play basketball.

(5) I ate **a** apple for breakfast.

(6) I have **chinese** class at school today.

(7) Joel's birthday is in **march**.

(8) Yes, please! I'd like drink cola, please.

(9) I **likes** playing basketball.

(10) My father is tall than my mother.

(11) I watch TV yesterday.

# Assessing to Boost Retention

In addition to unit tests, you can do your own small tests regularly, for example, at the start or end of classes.

 **High Flyers / Progress Test**  
Teacher: \_\_\_\_\_ Date: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ Name: \_\_\_\_\_

Grammar / 10 Vocabulary / 10 Listening / 10 Reading / 10 Writing / 12

**Book D / Unit 2**

**A Grammar**  
**Read and check (✓).**

1.  ..... is a peach.  
 Those  
 These  
 This

2.  ..... are grapes.  
 That  
 These  
 This

3.  ..... are bananas.  
 This  
 These  
 That

..... / 3 points

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# Summary of Key Points for Each Age Group

# Small Stars

- Gestures.
- Visual prompts and corrections.
- Use of voice for emphasising and correcting
- Teach articles with vocabulary as collocations.
- Games and activities that make good use of all resources (e.g. sorting activities).
- Include as part of classroom routines.
- Use previously taught grammar in new contexts

# High Fliers/TB

- Gestures
- Visual prompts and corrections
- Use of voice for emphasising and correcting
- Expansion drills

Scaffold up to activities that really get students thinking and that get them “creating” the grammar themselves.

- Lots of different activities.

Turn activities into games where possible to make them fun and competitive.

Use high quality external resources.

- Previously taught grammar in new contexts
- Assessment to boost retention
- Spaced Practise, e.g. incorporating old grammar, with new.

# High Fliers/TB

## Activities

- Sorting
- Gap-fills
- Substitution drills (e.g. changing the tense of a sentence)
- Matching
- Putting the words of a sentence in the correct order
- Correction activities
- Coming up with their own examples.