

# Teaching Grammar Through Games

9th May 2019



Escola de Formação de Educadores do Recife  
Professor Paulo Freire



**RECIFE**  
PREFEITURA DA CIDADE

# PRESENTATION

Dear teachers of the Prefeitura Municipal do Recife,

In this training session, we will address an Intensive Cycle of Thematic, whose theme of the 3rd Meeting to be held is **Teaching Grammar Through Games**, in order to promote a discussion, tracing teaching strategies to guarantee the Learning Rights of the students.

This study is based on the Curriculum Matrix of our Education Policy.

# CLASS CONTRACT

Let's make a deal t so that we make the most of this study moment?

1. Leave the cell phone on the silent mode , please. As for emergency calls and whatsapp messages , remember to only answer them outside the room and do not forget to say you need a moment outside, please.
2. Avoid distractions on WhatsApp. Use it unless it's extremely important. Enjoy this moment of sharing and caring , learning and teaching. It's part of YOUR OWN TEACHER DEVELOPMENT.
3. Share the conversations with our colleagues that flank us with in the large group.
4. Observe the schedules of this study. We think of them with much affection , for you;
5. Listen to the exhibitions of our colleague;
6. Remember to sign the frequency and get the statement;
7. This item has been reserved to add your suggestions to close our combo. What do you suggest include?



Image credits

<https://images.app.goo.gl/HjpG4Vi3ptPUZWYt8>

# OBJECTIVES OF THE TRAINING SESSION

- Introduce to the teachers how grammar games can support teaching and learning English
- Present ideas on grammar games that can be used to explore grammar in the wider context of language usage
- Experience the use of grammar games among the participant teachers in the current training so that they experience.

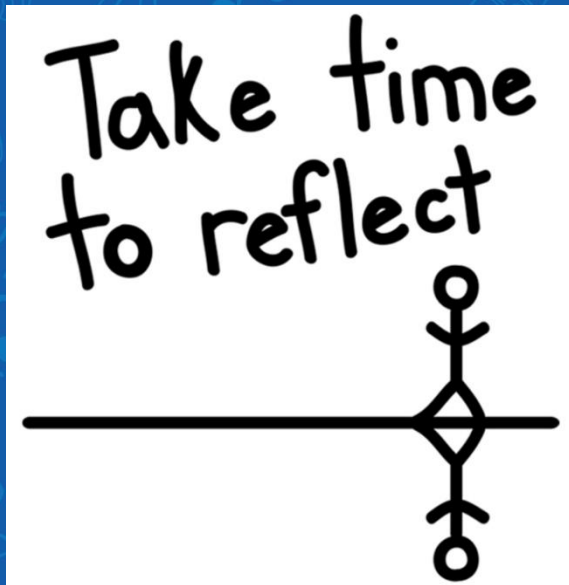
# GUIDELINES

1. WELCOME
2. Warm Up: two games
3. CLASS CONTRACT
4. Theme presentation:
5. GAMES FOR LARGE GROUPS
  - . OPENING ACTIVITY: Reflection on teachers' practice
6. Reading activity + feedback
7. Coffee break
9. Video Activity
10. Hands- on activities
11. Final reflections upon the session

09/05/2019



# REFLECTING ON TEACHER'S PRACTICE



1. Do you like teaching grammar?
2. Do your students like learning grammar?
3. How do you usually teach grammar?
4. Is grammar usually boring?
5. How can you teach grammar by  
Engaging your students?  
Making them use grammar features  
confidently?  
Making them have fun when learning?

(Image credits :  
<https://images.app.goo.gl/y7onUhkV3McpmqJ18> )

# WHY GRAMMAR GAMES?



Image credits <https://images.app.goo.gl/XvxVvIQb77HZnrpU9>

# LEAD IN - TWO DIGITAL GRAMMAR GAMES

<http://www.eduplace.com/cgi-bin/hme-quiz-start.cgi?Grade=5&Unit=7&Topic=Adverbs+and+Prepositions&x=38&y=17>



Image credits:

<https://images.app.goo.gl/GbYMm4domJguP9n88>

<http://www.bbc.co.uk/skillswise/quiz/en23verb-e3-quiz>



# FIVE REASONS TO USE GRAMMAR GAMES:

## 1. They set a high bar for all learners

The great thing about grammar games is that they enable a “low threshold, high ceiling” approach to learning, enabling all learners to experience the possibilities of language manipulation. While some games offer potential forms of differentiation, the key – as with any learning – is having high expectations of all.

## 2. They're fun!

There's a common misconception that grammar is intrinsically boring and dry. Grammar games help to break this down, providing opportunities for teachers and learners alike to have fun with grammar, through activities including dice games, physical manipulation of sentence structures and simple drama strategies.

# FIVE REASONS TO USE GRAMMAR GAMES:

## 3. They put grammar in context

Grammar teaching and learning is commonly approached through isolated exercises, which may help some children with test preparation, but do little to support composition. Grammar games can be used to explore grammar in the wider context of language usage, making it more likely that learners will apply new learning and continue to experiment.



(Image credits : <https://images.app.goo.gl/GwfHA9N27h5q6S2Q8> )

# FIVE REASONS TO USE GRAMMAR GAMES:

## 4. They encourage risk-taking

Collaborative grammar play transforms what could be a purely internal process into an enjoyable shared learning experience. When children experiment with application in writing following these collaborative games, they are more likely to take risks and to feel in control, in a joyful way.

## 5. They nurture a love of language

Playing with language fosters a love of it. This is important for all learners, including more able writers and communicators. Even if they don't know the terminology, these learners are able to adapt sentence structures and vocabulary choices to achieve a desired impact on their readership. Grammar games further encourage them to take pleasure in exploring and developing their skills as young writers.

**Source:** <https://www.nace.co.uk/blog/5-reasons-use-grammar-games-classroom>

# GRAMMAR GAMES



Image credits <https://images.app.goo.gl/GFzGbJQpXut4TzZo6>

# THE IMPORTANCE OF GRAMMAR GAMES IN THE EFL CLASSROOM

**Games bring real-life situations to the confinement of the classroom which provides learners with an opportunity to use the language. Celce-Murcia (1979: p. 54) argues that “in games, language use takes precedence over language practice, and in this sense games help bring the classroom to the real world, no matter how contrived they may be.” To state this differently, by putting learners in real life situations, games make a connection with the real usage of language.**

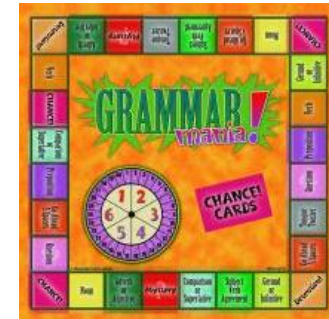


Image credits <https://images.app.goo.gl/GFzGbJQpXut4TzZo6>



# THE IMPORTANCE OF GRAMMAR GAMES IN THE EFL CLASSROOM

**McCallum (1980) explains that there are many advantages of games such as the fact that they:**

- 1. focus students' attention on specific structures, grammatical patterns, and vocabulary items.**
- 2. can function as reinforcement, review and enrichment.**
- 3. involve equal participation from both slow and fast learners.**
- 4. can be adjusted to suit the individual age and language levels of the students.**

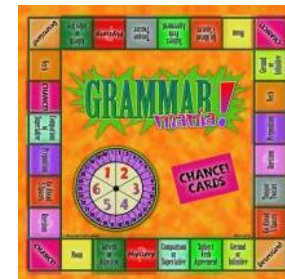


Image credits <https://images.app.goo.gl/GFzGbJQpXut4TzZo6>

# THE IMPORTANCE OF GRAMMAR GAMES IN THE EFL CLASSROOM

5. contribute to an atmosphere of healthy competition, providing an outlet for the creative use of natural language in a non-stressful situation.
6. can be used in any language teaching situations and with all skill areas (reading, writing, speaking or listening). 221
7. provide immediate feedback for the teacher.
8. ensure maximum student participation for a minimum of teacher preparation.

(Source: Effectiveness of Using Games in Teaching Grammar

<https://eric.ed.gov/?id=ED527862> )



Image credits <https://images.app.goo.gl/GFzGbJQpXut4TzZo6>

# READING TIME

1. In pairs order the text you receive.
2. Read the text
3. Two groups: Quiz competition on <https://www.goconqr.com/pt-BR/quizzes/17877198/edit>



Image credits  
<https://images.app.goo.gl/XMt4qJdkUjFKNUws5>

# VIDEO TIME



[https://www.youtube.com/watch?v=TyqkrrAv\\_Ag](https://www.youtube.com/watch?v=TyqkrrAv_Ag)



# HANDS-ON ACTIVITIES

- 1. Pairs of teachers**
  - 2. Each pair will receive guidelines of a game**
  - 3. Each pair will have 50 minutes to prepare your games**
- 
- 1. Each group will present the games they prepared**
  - 2. Colleagues will play the role of the students**

# GAME 1: ACTION!

- **Nothing shakes them up better than getting them out of their seats. When you see your students daydreaming, not paying attention, or simply bored, tell them to get up and form a circle. Now, this simple exercise works great to teach numerous grammar points, but here's an example:**
- **Say you want your students to practice the simple past of regular or irregular verbs. Grab a small ball or bean bag and say a verb out loud; toss the ball to a student who will have to say its past form. He or she tosses the ball back to you and you choose another student. Whenever a student makes a mistake, he or she has to leave the circle. The last student left standing gets a reward sticker or other prize. You can say a sentence in affirmative, and they have to supply a question, or vice versa; this activity can be adapted to any grammar point.**

**Source:** <https://busyteacher.org/2873-5-new-fun-ways-to-teach-grammar-to-esl-students.html>

# GAME 2: CELEBRITY PROFILES

**An awesome way to teach and practice any verb tense is through biographies. Try this activity to contrast the simple past and present perfect tenses. Find out which celebrities or sports stars your students admire. Then find a short biography or write one yourself summarizing a celebrity's main achievements. Read the bio with your students and make sure they understand the differences. Point out examples that clearly illustrate this: “He starred in his first hit film in 1985. But he has worked in 20 hit films throughout his career.”**

**Source:** <https://busyteacher.org/2873-5-new-fun-ways-to-teach-grammar-to-esl-students.html>

# GAME 3: CELEBRITY PHOTOS

- **Another way in which you can use your students' interest in certain celebrities. Cut out celebrity pics from entertainment magazines (in fact, I recommend stocking up on a big pile of photos to use in a variety of activities). Use these pictures to teach comparatives and superlatives: “Katie Holmes is taller than Tom Cruise.”; “Shakira is more talented than Ricky Martin.”; and it works great with comparative adverbs: “Shakira dances better than Ricky, too.”**

**Source:** <https://busyteacher.org/2873-5-new-fun-ways-to-teach-grammar-to-esl-students.html>

# GAME 4: A OR AN

**This activity works great with beginners, including small children. Cut up a list of several words that either take “a” or “an” and mix them up. For very young learners, you may use pictures instead of words. Then divide students into pairs or groups, and have them put the words in two piles, depending on the article. Once they have their piles ready, ask them if they can figure out the rule by themselves.**

**By far the best ways to teach any type of grammar is through the use of either realia or real life settings and contexts. Why would a student be motivated to learn the conditional tenses if he has no idea why he’s learning them, in other words, he doesn't understand when and where he'll have use for them? When teachers use real life settings and objects students will know the grammar structures they learn will be useful for them. So, take the cringing out of grammar lessons, and put some fun into them. You’ll see that your students learn much faster, too.**

**Source:** <https://busyteacher.org/2873-5-new-fun-ways-to-teach-grammar-to-esl-students.html>



# AS FOR THE NEXT MEETING...

- **For our next meeting, we hope you share with us some of your successful experiences based on our discussions and suggestions practiced with your students in one of your classes.**

thank  
you

Image credits

<https://images.app.goo.gl/ossNuor9hYMVNLmQ9>

# POLÍTICA DE ENSINO DA RMR



CLIQUE NO LINK ABAIXO  
PARA FAZER O DOWNLOAD.

<http://www.recife.pe.gov.br/efaerpaulofreire/politica-de-ensino>

# REFERÊNCIAS

RECIFE. Secretaria de Educação. Política de Ensino da Rede Municipal do Recife: subsídios para atualização da organização curricular. / Élia de Fátima Lopes Maçaira (Org.), Katia Marcelina de Souza (Org.), Marcia Maria Del Guerra (Org.). 2 ed. Recife: Secretaria de Educação, 2014.

Warm up 1 : <http://www.eduplace.com/cgi-bin/hme-quiz->

Warm up 2: [start.cgi?Grade=5&Unit=7&Topic=Adverbs+and+Prepositions&x=38&y=17](http://start.cgi?Grade=5&Unit=7&Topic=Adverbs+and+Prepositions&x=38&y=17)

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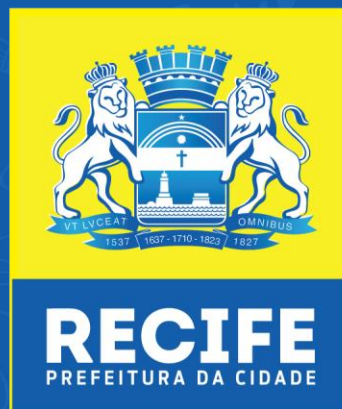
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Hands- On activities <https://busyteacher.org/2873-5-new-fun-ways-to-teach-grammar-to-esl-students.html>



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*“A pessoa conscientizada tem uma compreensão diferente da história e de seu papel. Recusa acomodar-se, mobiliza-se, organiza-se para o mundo”*  
(Paulo Freire)

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