

Grammar flashcards 2

A student of mine got into a bit of grammatical trouble when she attempted to tell the rest of the class why she had arrived late for English:

*I had to wait that my son
comes home because he
hadn't a key.*

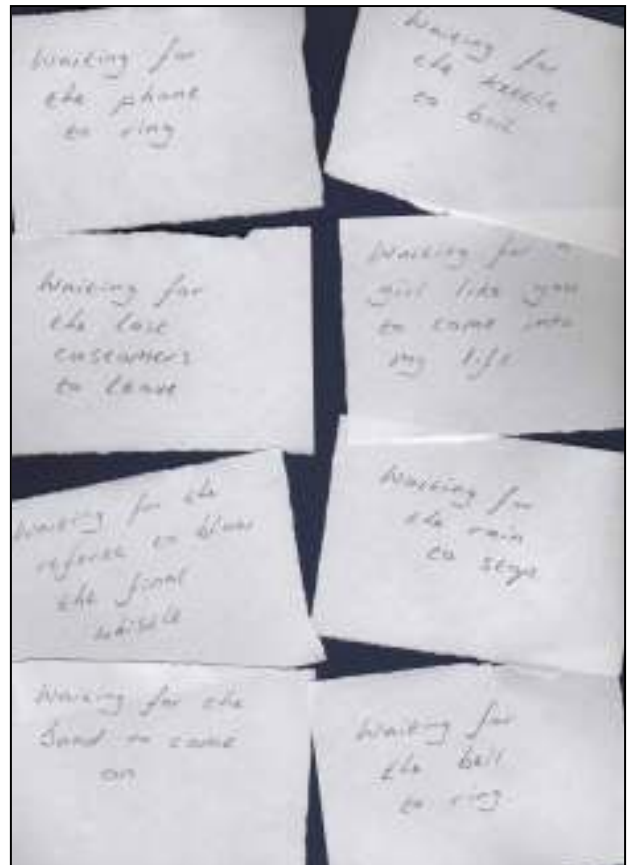
I wrote this sentence on the board and asked everyone to suggest how it could be improved. The final product (*I had to wait for my son to come home because he didn't have a key*) actually confused most of my learners because they had never come across the “**wait for something to happen**” structure before.

I made this lesson for them but have to stress that it could be adapted for teaching a whole range of grammatical structures.

Procedure

1. Think of about 8 sentences or noun phrases that contain a common grammatical structure. Using a pencil, write these lightly onto little pieces of scrap paper. (NB don't write with pen as this can show through to the other side of the paper).

- **Waiting for the phone to ring**
- **Waiting for the kettle to boil**
- **Waiting for the last customers to leave**
- **Waiting for a girl like you to come into my life**
- **Waiting for the referee to blow the final whistle**
- **Waiting for the rain to stop**
- **Waiting for the band to come on**
- **Waiting for the bell to ring**

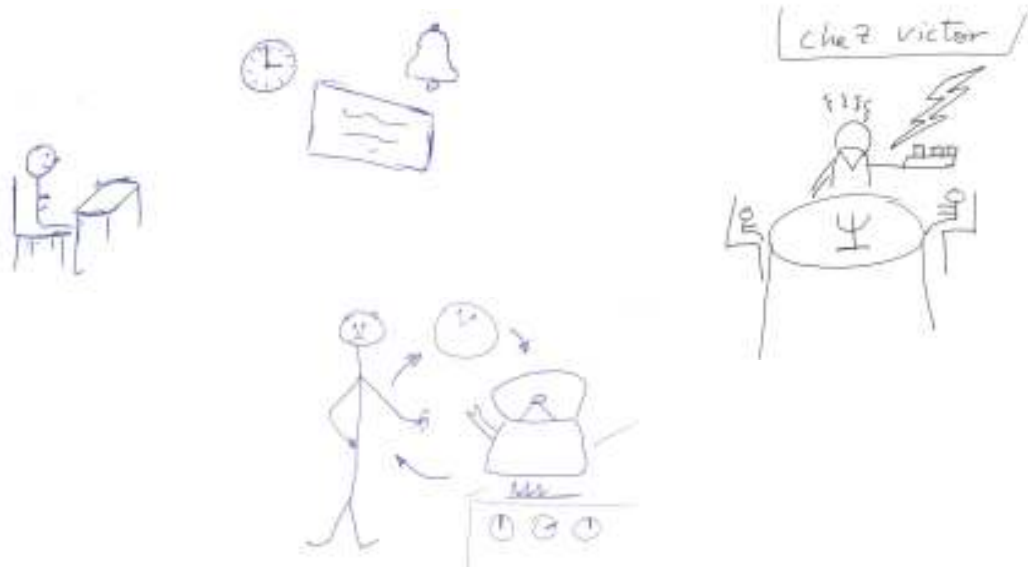


2. Remind your students of the problematic grammatical structure that they have already met (in this case: “**Wait for something to happen**”).
3. Give out the pieces of paper to your students and get them to draw the pictures on the reverse sides. Be on standby for anyone who has trouble with the language.

(NB For small classes, students will have to draw more than one picture. For big classes, not everyone will have to draw.)

4. Put all of the drawings on the classroom wall and label them with post-it notes (1 to 8 for example). Get your students to go around the gallery, and guess and write down what they think the pictures are.

(NB This is not as difficult as you might think as long as everyone is aware of the grammatical structure that is being represented).



5. Let everyone share and compare their answers.
6. Use the flashcards to drill the language.
7. Let everyone choose a picture and write a short story around it.
8. Keep the flash cards for games and revision at later dates.

