

Grammar Activity - Assignment # 3

Context: Classroom in a locally funded community- based program with learners at beginner levels. The ages of the students vary between 42 - 63 years old. Students still have difficulties with the subject-verb agreement with the verb “to be” after several lessons on the topic.

Class Level: CLB 2-3

Communicative Language Task: Students will have a better understanding of subject-verb agreement rules, using the verb “to be” in the present and past tense.

Activity Sequence:

- Teacher will do a small review on the verb “to be” (present and past tense) with students.
- Ss will fill in the blank spaces on “**Lesson Review Activity Sheet.**” (5 minutes)
- Students to play “Family Tic Tac Toe” using the verb “to be.” They will fill in the blank spaces of the sentences written on each box of the grid by using the most suitable verb for that sentence. (10 minutes.)

Materials:

- 3x3 Tic Tac Toe Grids - premade and laminated by the teacher.
- Targeted verbs are listed at the bottom of the grid.
- Non-permanent markers for students.

How to Play:

1. Teacher to explain the rules of the game and to model the first sentence for the students.
2. The T will form groups of 2 -3 Ss, making sure to blend strong Ss with weak students.
3. Ss will decide who goes first then choose a square to start with.
4. The Ss will pick from the verb bank the correct verb (in the correct tense) for the written sentence of his choice. There will be one extra verb that will not fit.
5. Groups continue to take turns, trying to score 3 in a row.
6. The first group to score 3 in a row wins the game.

Name: _____

Date: _____

Lesson Review: Verb "to be" Present and Past Tense

Explanation: Using the verb "to be" from the box fill in the missing verb in the sentences below.

are	is	was
were	am	like

1. John and Mary _____ married on June 24, 2000
2. I _____ Mary's cousin.
3. _____ you part of their family? / _____ you John's cousin?
4. She _____ a good cook.
5. John _____ a doctor.
6. John and Mary's 2 boys (twins) _____ 6 years old.
7. Their daughter _____ 12 years old.
8. Her name _____ Susan.
9. What grade _____ the boys in?
10. They _____ in grade 1.

“Family Tic Tac Toe”

Game

My sister _____ happy with her new job.	They _____ married on August 3, 1997.	My teacher _____ going grocery shopping.
_____ John and Mary moving last week?	You _____ very smart at math.	Their daughter _____ 8 years old.
I _____ a good cook.	My brother David _____ a famous doctor.	We _____ upset after the race.

is	was	like
are	were	am

Resources:

Extracted from Grammar Book.com: Your No1 Source of Grammar and Punctuation

<https://www.grammarbook.com/grammar/subjectVerbAgree.asp>

ESL Games: ESL – Tic Tac Toe. Posted on 18 August 2014 by Marc Anderson

<http://blog.tesol.org/esl-games-esl-tic-tac-toe/>

Personal PLN: Ideas provided by ESL Teacher

YouTube Video: How to Teach an Inductive Learning Lesson

<https://www.youtube.com/watch?v=-R1LVQYhJt8>

YouTube Video: Inductive and Deductive Teaching

<https://www.youtube.com/watch?v=H4ZuDBBGoGU>



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Rationale:

According to the scenario I chose, my students have already been given the rules and reviewed the form of subject-verb agreement on the verb "to be" several times. However, they are still making mistakes and are becoming insecure when writing short sentences, especially when describing family members.

The above situation tells me two things: the first one is that I did not take my time, using deductive teaching, to explain the basic rules of the conjugation of the verb "to be" in the present and past tense... And the second one, I need to go back and review the rules again with the class.

So, after a quick review on the lesson and using inductive teaching, my students will play a Tic Tac Toe game where they will have the opportunity to practice the verb "to be" in the present and past tense to improve their understanding on this topic.

Summary:

My decision to use inductive teaching in this situation is due to the fact that these students need more task-based activities to internalize the rule of subject-verb agreement.

When I connected with a practicing ESL instructor regarding instructional methods, this is what she had to say, *"I do use deductive more than inductive to start with, but it is usually a combination. I start teacher-based and then switch to student-based, and task-based. For me not all teaching works with just one type of teaching- it is usually a combination. Always trying to not weigh too heavily on the deductive."*

I totally agree with her statement. I think it's vital not to rely on one single type of teaching method. As teachers, we have to look for ways to help our L2 students to become more independent and autonomous in their learning process. If we do too much deductive instruction, students will become too dependent on the teacher and will not try to do things on their own. They will be too afraid of making mistakes, not realizing that making those mistakes are necessary for a better learning experience.

So, to conclude, I believe the use of the Tic Tac Toe game, in this case, is a great way to stimulate the students' cognitive thinking; they will be actively involved with other classmates, and the learning of the grammar rule will be more meaningful to them.

