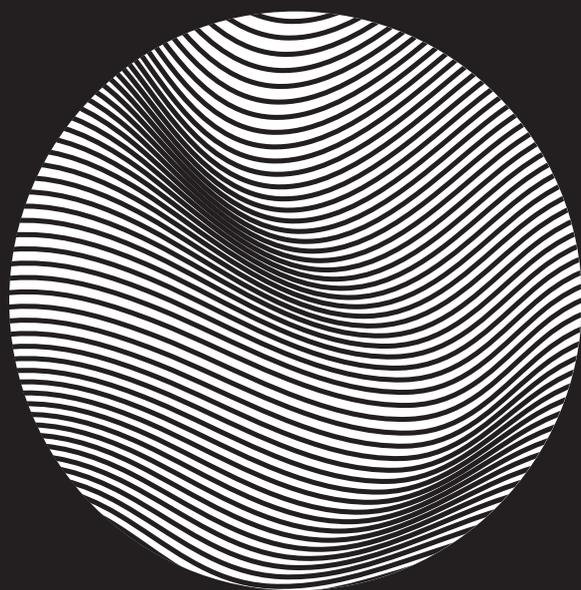


TGWWTG

TEACHING GRAMMAR
WITHOUT TEACHING GRAMMAR



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M A R I A D A V O U



Brain-based learning principles

- 1 The brain is a social tool
- 2 Learning and meaning-making are innate
- 3 Learning is enhanced with challenge and is impeded with threat
- 4 Emotions are crucial in learning
- 5 Learning needs experience
- 6 Experience needs thought
- 7 Ideal learning situation: relaxed alertness
- 8 Teacher as an experience orchestrator
- 9 We learn better through collaboration
- 10 Learning is faster in a safe environment

GRAMMAR FOCUS

PRESENT CONTINUOUS

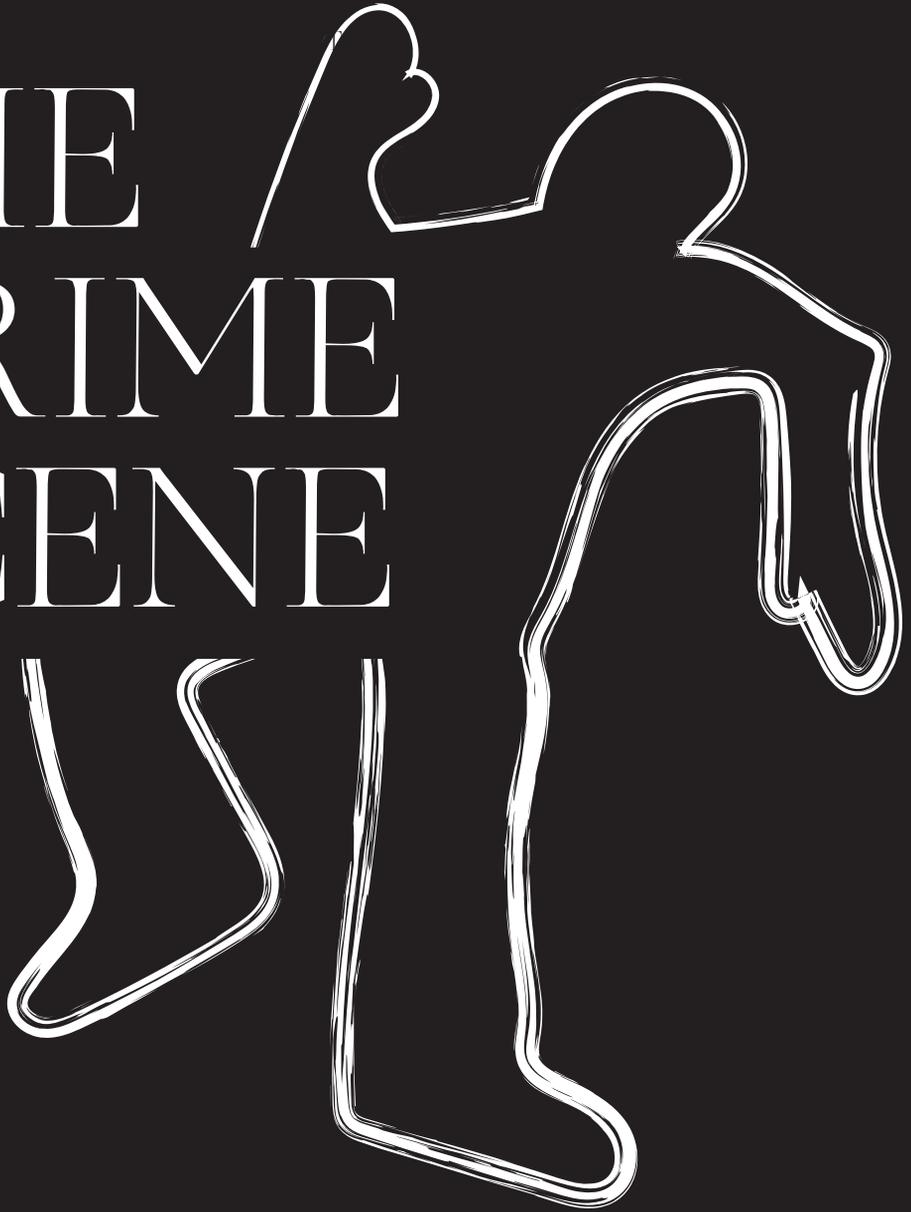
- PROCEDURE**
1. Ask students to close their eyes. You can play some relaxing background music too (check Ludovico Einaudi playlists)
 2. Say in mild voice, 'I want you to think of a person you love. I want you to see this person in your mind's eye. Where is this person now? What is he/ she doing? What are they up to? Is he working? Is she studying? Is he sleeping? Is she playing football? Is he cooking? Is she reading a book? See this beloved person in your mind. Now smile. Take a deep breath. Open your eyes. Write down who this person is and what this person is doing right now.'
 3. Ask students to share with their partner who they saw and what this person is doing right now. For example, 'I thought of my partner. He is having coffee right now.' Or 'I thought of my best friend. She is working right now.'
 4. Ask students to say what their partner said. Pick some sentences and write them on the board.

ME MYSELF & I



- line 1 your name
- line 2 who is (two adjectives that describe you)
- line 3 who used to (three things that you did in the past but not anymore)
- line 4 who never used to (two things you never did)
- line 5 who (three things you do now but didn't do in the past)
- line 6 who wants to (two things you want to happen)
- line 7 who dreams to (one thing that you want for your future)
- line 8 who feels (1), (2), (...)
- line 9 who at this moment is ...

THE CRIME SCENE



- 10.** Each group comes up with their own answers and they present their version to the whole class.
- 11.** Hold a plenary discussion with follow up questions like, *Why do you think she was stabbed and not shot? Why do you think she was murdered by X and not by Y? etc.*
- 12.** Ask students to work with their group and prepare a mini police report or a mini newspaper article about the story of Beauty.
- 13.** Students post their stories on the classroom walls.
- 14.** All students move around in a gallery activity, read the reports and can ask questions about the different stories.

GRAMMAR FOCUS

ADJECTIVES WITH PREPOSITIONS

- PROCEDURE**
1. Ask students to prepare short presentations for the next lesson.
 2. They should each present their **GLURP**.
 3. A **GLURP** is one thing and it's an acronym. It should be something

*they are **G**ood at*

*they **L**ove*

*that is **U**nusual*

*they are **R**esponsible for*

*they are **P**roud of*

4. Give them an example by presenting your own **GLURP**.
5. Students stand up one by one and present their **GLURP** using the pattern above.

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By Maria Davou