

60

Kinesthetic Grammar Activities

Alice Savage & Colin Ward
With a foreword by Scott Thornbury

Copyright Alice Savage and Colin Ward 2020

ISBN 978-1-948492-50-8 (print)

978-1-948492-51-5 (ebook)

Library of Congress Control Number: 2020903381

All rights reserved. Our authors, editors, and designers work hard to develop original, high-quality content. Please respect their efforts and their rights under copyright law.

Do not copy, photocopy, or reproduce this book or any part of this book (except for pages marked PHOTOCOPIABLE) for use inside or outside the classroom, in commercial or non-commercial settings. It is also forbidden to copy, adapt, or reuse this book or any part of this book for use on websites, blogs, or third-party lesson-sharing websites.

Discounts on class sets and bulk orders available upon inquiry.

For permission requests, write to the publisher
“ATTN: Permissions”, at the address below:

Alphabet Publishing
1204 Main Street #172
Branford, CT 06405 USA

info@alphabetpublishingbooks.com
www.alphabetpublishingbooks.com

Cover photo by Val Vesa on Unsplash. “How to fold a paper fortune teller 12 steps” by Michael Phillips on Wikimedia Commons (public domain). Other illustrations by Tamsin Ward.

We are a small, independent publishing company that specializes in creative resources for teachers in the area of English Language Arts and English as a Second or Other Language. We help stock the teacher toolkit with practical, useful, and innovative materials.

Sign up for our mailing list on our website for teaching tips, updates on new books, and for discounts and giveaways you won't find anywhere else.

5. Adverbs of frequency

THE GRAMMAR: *Always, usually/often, sometimes, rarely/seldom, hardly ever, and never* tell how frequently we do things. In affirmative sentences, they are typically used before the verb. The adverb *sometimes* usually comes at the beginning or end of a sentence.

- I always drink coffee first thing in the morning.
- I usually bring a lunch. (but not always)
- Sometimes I bring a sandwich, and sometimes I bring leftovers.
- I rarely go out for lunch. (maybe once in a while with a friend)
- I never go home for lunch. (It's too far to go and come back.)

Aim: Students situate their habits in relation to others

Level: Beginner to High-beginner (A1-A2)

Preparation: A list of adverbs of frequency in big letters written on the board or large slips of paper, and a list of cues about habits (see below)

Time: 10 minutes +

Activity

1. Review with a theme such as sleep habits. Then use relevant verbs to elicit present simple sentences with routines, habits and preferences. Answer students' questions.
2. (Optional) Give volunteers a sheet of paper with one of the adverbs of frequency in large letters. Have them line up in a cline to review their relationship.
3. Post the adverbs of frequency in different places around the room or along the board. Then tell students you will say a sentence/habit. Give an example: "I bring my lunch to school."
4. Tell students to go stand next to the adverb that matches their habit. Tell them to share their habits with others and decide if

60 Kinesthetic Grammar Activities

they are similar. Encourage them to make adjustments relative to each other.

5. Have them report to the group saying the sentence with their adverb to check word order.
 - I *always* bring my lunch to school.
 - I *usually* bring my lunch to school.
 - *Sometimes* I bring my lunch to school.
 - I *never* bring my lunch to school.

6. Repeat with additional sentences, having students move to that adverb of frequency, check the frequency with others, and report. You can ask how many times per week, month, or year to clarify. Here are some examples that all combine with the theme of sleep habits:
 - I stay up late on Saturday night.
 - I sleep in on Sunday morning.
 - I stay awake all night.
 - I have bad dreams.
 - I read before I go to sleep.
 - I wake up in the middle of the night.
 - I set my alarm.
 - I sleep on my side/back/stomach.
 - I take a nap.
 - I make my bed.

Expansion

Sit students in pairs or small groups. Add practice of the superlative by having them compare their sleep habits to see who is the best sleeper, the longest sleeper, the shortest sleeper, the worst sleeper, etc.

3. Elicit adjectives to describe A's character depending on the details you might get, such as *smart, busy, thin, tall, nervous, stressed, rich, happy, and important*. (Try to elicit one-, two- and three-syllable adjectives or introduce some if you need to.) List these to the side of A's portrait.
4. Repeat with B's character. You might get *lazy, bored, poor, happy, fun, comfortable, relaxed, and short*. List these to the side of B's portrait.
5. Elicit a comparison from the class by asking volunteer to compare the two people in the drawings using one of the adjectives listed. Provide corrective feedback as needed.
6. Continue to invite examples, and then move on to nominating other volunteers. Add adjectives as necessary.

Variation

Have students pose according to an adjective and have class create comparisons based on the pose. For example, *Juan is more stressed than Lily*.

Expansion

Have students work in groups to write a paragraph (or a role-play) about the two people as roommates. Ask them to use at least three comparative adjectives.

9. Compound Sentences with *and, but & so*

THE GRAMMAR: Coordinating conjunctions include *and, but, so, or, yet, for, & nor*, but the most frequently occurring are *and, but, & so*. Coordinating conjunctions are used to combine two independent clauses (S+V), and together they make a compound sentence. Commas are used between the two independent clauses.

- I saw my friend, and she saw me.
- She saw me, but she didn't wave.
- I was confused, so I texted her.

60 Kinesthetic Grammar Activities

Aim: Students work as a three-headed creature to create meaningful sentences with *and*, *but* & *so*

Level: High-beginner to Low-intermediate (A2-B1)

Preparation: None

Time: 10-20 minutes

Activity

1. Review the elements of an independent clause, and the role and meaning of the conjunctions so students understand that *and* shows an additional relationship, *but* shows contrast, and *so* shows a result. (The context of a rich boy wanting to marry a poor girl works well as a context that illustrates meaning in a broad way.)
2. Ask for three volunteers to become a “three-headed monster.” When they come to the front, give them a topic such as animals or food. Then tell A to say a complete clause, tell B to say *and*, *but* or *so*, and tell C to come up with a new clause that shows the correct relationship of addition, contrast or result. Tell them how you plan to deal with errors. You can:
 - a. Stop the activity and let them try again/give hints.
 - b. Stop the activity and invite others to help.
 - c. Slay the monster by replacing the person who makes the error.
3. Have the first three-headed creature create a compound sentence and give feedback on the relationships between the clauses as necessary.
4. Rotate the roles and rotate in new students so that everyone gets a turn.

60 Kinesthetic Grammar Activities

- I think I can come over tomorrow.
 - My hybrid can go 400 miles on one tank.
 - I can't believe the semester's almost over!
5. The first student to slap the correct box first gets a point for their team. Continue until all students have had a chance to come up to the board. The team with the most points wins the game.

Variation

On the board, draw three boxes. Write *ability* in the first box, *possibility* in the second box, and *permission* in the third box. Have a member from each team come up to the board with their flyswatters (or other slapping object). Say a sentence with *can* or *can't* and have the member of each team slap the function of *can* in the sentence. If the first student to slap is incorrect, allow the other student to slap the correct box and steal the point.

21. Modals *should* & *shouldn't*

THE GRAMMAR: We use *should* and *shouldn't* + the base form of the verb to give advice. We also use it when we know something is a good idea, but we might or might not do it.

- You should call your mother.
- I shouldn't eat this cookie.
- He should ask for help.
- She shouldn't spend so much money on shoes!

Aim: Students practice using *should* to give advice when they have a dilemma

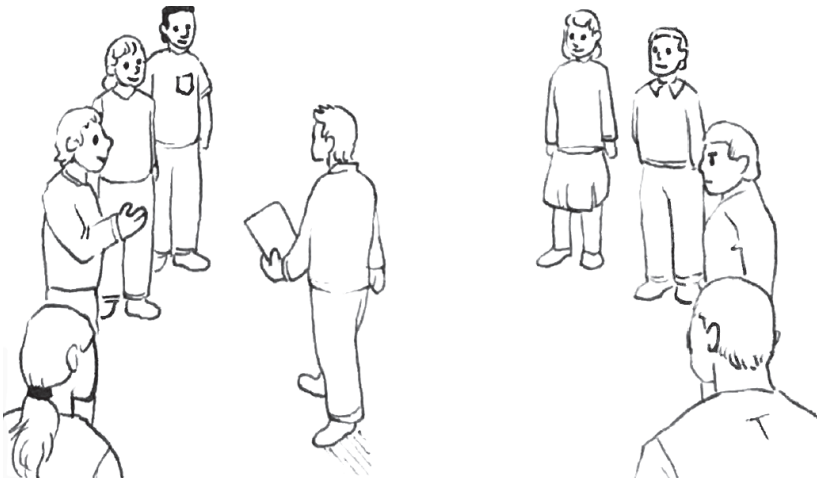
Level: High-beginner (A2)

Preparation: A set of dilemmas on slips of paper (see below)

Time: 15-20 minutes

Activity

1. Review the meaning and form of *should* + base form. You can start with a dilemma and ask for advice. “My spouse wants me to become a vegan. What should I do?” Elicit suggestions such as, “You should be a vegan because it’s healthy,” or “You shouldn’t be a vegan because it’s too hard.”
2. Brainstorm a list of similar dilemmas. You can start with a few ideas, but it will be good if students think of their own. Write them in terms of requests that could elicit *should* and *shouldn’t* suggestions. Use the ones below or create your own.
 - My friend wants to be my roommate.
 - My brother wants to borrow money.
 - My parents want me to study medicine.
 - My boss wants me to come in on Saturday.
 - My friends want me to take a trip this weekend.
 - My sister wants me to buy her car.
 - My neighbor wants to give me a kitten.
 - My boyfriend/girlfriend wants to get married this year.
3. Have students choose a dilemma and create details by asking and answering as many *who?* *when?* *where?* and *how?*



60 Kinesthetic Grammar Activities

questions as they can. Circulate and help them develop a description of the problem.

4. Create an alley by having students stand in two lines face-to-face but leaving enough room for someone to walk through.
5. Model the activity by reviewing your problem and asking the people on the left to give you reasons to say no using *shouldn't* (Line A). Ask the people on the right to give you reasons to say yes using *should* (Line B). As you walk down the alley, listen to each person's advice and give corrections as necessary. At the end, turn and tell them what you have decided to do. Then join Line A.
6. Have the first student in Line A follow you. They describe their dilemma and then walk down the alley getting advice from both sides. At the end, they can say what they have decided and then take their place at the end of Line A. Then repeat with the first person from Line B going down the line, listening to advice, saying what they've decided and joining Line B. Repeat this process several times.

(Optional) About halfway through, have the lines switch roles, so Line A gives *should* advice, and Line B gives *shouldn't* advice. Continue until everyone has had a turn.

Variation

1. Engage students by asking them to pair-share the following question: *Is it better to live a long life or an adventurous one?* Give students time to generate ideas and then ask them for advice, eliciting examples on the board and dealing with errors.
2. Divide the class in half. Line A comes up with advice for enjoying life and living for the moment. Line B comes with advice for being healthy and preparing for the future.
3. Have the two sides face each other with enough space in the middle for someone to walk through. Then tell them you will

walk through and listen to each person give you advice. At the end, you will choose one row to join.

4. Walk slowly down the middle so that you can hear one piece of advice from each person. At the end, join the side that has convinced you.
5. Have the first student in Line A do the same and then join a side. Then the first student in Line B follows. Alternate sides until everyone has walked down the alley.
6. Reflect on which side has the most people. Discuss what that says about the class philosophy. Optional: Have them write a paragraph about the best way to live.

22. Modals past

THE GRAMMAR: We use *would, could, might* or *should + have + past participle* to speculate about what did or possibly did not happen in the past. This can include guessing, thinking of potential alternative past actions, or expressing regrets, among other things.

- His phone might have died.
- She could have hurt herself!
- Should we have done something?

Aim: Students practice past models by gossiping and speculating based on someone's nonverbal body language

Level: Intermediate to High-intermediate (B1-B2)

Preparation: A list of scenarios (see below)

Time: 15-20 minutes

Activity

1. Review the form and model the activity. You can do this by choosing one of the scenarios from the list below or use your