

Ready-to-Use Grammar Exercises: a No-Frills Approach

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It's easy to create materials to supplement your grammar textbook. Below are ways to give your students extra practice on any kind of grammar point.

I. Use already prepared texts

- Magazines and Newspapers
- Textbooks at students' level
- Instruction manuals
- Advertisements and fliers

II. Use modified texts

- Retype a reading passage leaving spaces before the nouns. Students will have to fill in the missing articles.
- Retype a reading passage and have students put the verbs in the right tenses. Only the base form of the verb will be provided.
- Retype a reading passage and have students change the tenses.
- Use in any target grammar lesson, i.e. modals, prepositions, gerunds, passives.

III. Use pictures: Have students write about a picture using the target you are studying

- Use pictures with
 - Relative clauses
 - Present progressive sentences
 - Past, present, and future
 - Questions with present vs. present progressive
 - Modals
- Oral and written response to advertisements

IV. Use students' own heads

- Riddles using relative clauses

“He is an important man who worked in the American government. His father held the same job that he later held. He used to run an oil company in Texas. He has a pretty wife who used to teach school. Who is he?” Answer: George W. Bush

- Comparatives/Superlatives/Comparative sentences

Amy is 5'6" tall and always earns As in school.

Brett is 5'9" tall and mostly earns Cs in school.

Carla is 5'2" tall and usually earns Bs in school.

Write 5 sentences comparing Amy, Brett, and Carla and their study habits.

- Conditional chains

If I had a million dollars, I would travel around the world. If I traveled around the world, I would learn about many cultures.

V. Use students' own writings and texts

- General *gooficon*: Student errors collected and either typed or written on board.
- Specific *gooficon*: With enough collected sentences, begin grouping by type.
- Error correction sheet: Students maintain a record of the corrections to be checked occasionally.
- Whole class editing: Retype a student essay (anonymously) with errors and have the students correct the errors in pairs or small groups.
- Peer editing for specific points used. Editor signs to take responsibility. Instructor grades the edited paper.

VI. Final Exam

It's also easy to create a review for tests or final exams.

1. Each student writes 10 questions covering all the target structures from the term.
2. The day before the final exam, they sit in groups and try everyone's questions.
3. They cross out the questions that are unclear or too difficult.
4. The instructor types out the rest and gives them as a final.

Advantages:

- Students have reviewed once to write the questions, twice to answer everyone's questions, and again for the exam.
- More fun than a teacher-constructed exam
- Easier for the instructor