Contents

Introduction .......................................................... ix

Part I. Noun Phrases

Adjectives, Adverbs, and Nouns

Vacation Complainers, Jan Dormer ......................... 3
Acting Out Participle Adjectives, Benjamin J. White .... 5
Confused or Confusing? Participle Adjectives, Pamela Couch ... 7
U-Know Adjectives: Teaching Adjective Word Order With UNO, Emily Clark .................. 9
Object Complement Compliments,
Tomoko Kurashiki, Rie Suzuki, and Bill Snyder ........ 11
Order of Adjectives Game, Lisa Leopold .................. 13
Frequent Favorites, Janet Long ......................... 15
Professional Extremes, Victoria Holder .................. 17

Articles, Nouns, and Quantifiers

Grocery Store Ad Scavenger Hunt, Sara Okello ........ 19
Authentic Activities for Article Usage, Lisa Leopold .... 20
Expressions of Quantity and Agreement, Sandra Powell ... 22
The 4-Step Article Editing Process, Kathryn McLaughlin-Rojas ........... 25

Part II. Comparatives and Superlatives

Guinness World Records, A. C. Kemp ....................... 29
Gummy Grammar: A Tasty Way to Practice Comparative
and Superlative Adjectives, Betsy Gilliland ............... 31
Comparatives and Superlatives Survey, Maggie Burnett ... 33
Beat the Clock, Thinh Q. Hoang ......................... 35
Picture Dictation, Alden McCollum ..................... 37

Part III. Relative and Adverb Clauses

Relative Clauses

Descriptive Writing Using Where’s Wally?, Lisa Chou .... 41
Famous People, Places, and Things: Using Relative Clauses
in an Engaging Context, Sara Okello ..................... 43
Inventors, Haruko Sannomiya .......................... 45

Green Grammar: Using Relative Clauses to Define Environment-Related Noun Phrases, Sabrina Fusari .............................. 46

Writer’s Choice: To Reduce or Not to Reduce a Relative Clause, Wendy Wang and Susan Ruellan ............................ 48

Give Me the Book That’s Mine, Victoria Holder .......................... 50

Identity Game, Tracy M. Mannon ........................................ 52

Tell Me More!, Jenelle Cox ........................................... 53

Adverb Clauses

Time to Come Clean!, Ehsan Taebi ........................................ 55

Recycled Chunky Scrambled Sentences, Bill Snyder ....................... 57

Part IV. Verb Tenses

Present Progressive and Simple Present Tense

Grammar Charades, Sara Okello ........................................ 61

What Is He Doing Now?, Renata Bobakova .............................. 63

Past Tense

Been There, Done That: Travel Adventures and Irregular Past Tense Verbs, Sean H. Toiland and Christopher Pond .............................. 65

A Bank Robbery: Using a Fictional Event to Practice Past Progressive, Sara Okello ............................................... 68

Who Did It?, Caleb Crutchfield and Theresa McGarry .......................... 70

My Summer Getaway, Marybel Y. Café .................................... 72

Speed Dating Makes Perfect: Achieving Grammatical Mastery Through Speaking Circles, Ildiko Porter-Szucs ........................ 74

Virtual City Tours, Elizabeth J. Lange ...................................... 76

Past Tense and Sequence Adverbs, Zuzana Tomaš and Kate Sadeghpour ................................. 78

From Beginning to End, Dino Mahoney ................................... 80

Present Perfect Tense

Explore, Explain, Express!, Maria Teresa C. Mattingly ...................... 82

Present Perfect Mingle, Erin Kuester ........................................ 85

Traveling Around the World With Present Perfect Tense, Margarita Mitevská ........................................ 87

Hire Me!, Rebecca Palmer ............................................. 90

IV | NEW WAYS IN TEACHING GRAMMAR
## Past Perfect Tense

**Using the Past Perfect, Esther Chan** ........................................ 92

**Past Perfect Life Stories, Kelly McClure Tracy** .......................... 94

**Past Perfect Action Sequences, Jane Dresser** ............................ 96

## Mixed Tenses

**Planning for Change, Terence McLean** .................................. 98

**Vacations, Elizabeth J. Lange** ............................................. 100

**Verb-ography: Targeting Verb Production With Biographies,**  
Emily Clark ................................................................. 102

**Verb Fun With Mr. Bean, Lisa Craven** .................................. 104

**Verb Tense Review Challenge, Lindsay Vecchio** ...................... 107

**Verb Tenses for English for Academic Purposes: Three Ways**  
**to Persuade or Motivate Someone,** Melissa Stamer Peterson,  
Monica McCuistion, Marina Green, and Marcellino Berardo ......... 109

**In the News, Jolene Jaquays and Sara Okello** ......................... 112

## Part V. Reported Speech and Questions: Interrogative and Embedded

**Speech Bubbles, Jonathan Donnellan** .................................. 117

**Indirect Speech Time Bomb, Ayaka Ihara** ............................... 118

**Press Conference, Neil Drave** ......................................... 120

**Question That, Jolene Jaquays** ........................................ 122

**Embedded Questions Quiz Show, Curt Hutchison** .................... 124

## Part VI. Conditionals

**Mysterious Telephone Calls, Saffa Abdalla Hassan Eissa** ............ 129

**What If . . . ?, Nicole Brun-Mercer** .................................... 131

**Impossible and Unlikely Situations, Ross Sampson** .................. 133

**If I Were on Holiday, Nguyen Ngoc Nga** ............................... 136

**Past Regrets, Joan Macphail** ............................................ 137

**Teaching the Present Unreal Through Songs, Lisa Leopold** ......... 140

**Win As Much As Possible!, Matthew James Doyle** .................... 142

**Guess the Result!, Ferit Kılıçkaya** .................................... 144

**Talking About Hypothetical Conditions and Results,**  
Ferit Kılıçkaya, Kenan Çetin, and Tarkan Gürbüz ....................... 146
### Part VII. Modal Verbs

**Traveling the World With Modals**, *Renata Bobakova* .......................... 151

**Could You Do Me a Favor? Using Modals to Make Polite Requests**,  
*Jolene Jaquays and Sara Okello* ............................................. 153

**What Could I Do?**, *Lily Vered* .................................................. 155

**You Make the Rules**, *Dino Mahoney* ............................................ 157

### Part VIII. Verb Complementation

**Celebrity ID With Gerunds and Infinitives**, *Nikki Ashcraft* .................. 161

**Causatives: One Word Makes a Difference**, *Robyn Brinks Lockwood* .... 163

**Gerunds and Infinitives Tic-Tac-Toe**, *Jeffrey Klausman* ....................... 166

### Part IX. Active and Passive Voice/Ergative Verbs

**Describing Food Chains: Using Active and Passive Voice**,  
*Karen M. Gregory* ........................................................................ 169

**Using Passives and Gerunds to Describe a Process: An English for Academic Purposes Approach**,  
*Monica McCuistion, Melissa Stamer Peterson, Marcellino Berardo, and Carolyn Heacock* .... 171

**Classroom Chaos**, *Renata Bobakova* ............................................. 173

**Emma Has an Enemy**, *Rodney Jones* ............................................. 175

### Part X. Using Corpora and Dictionaries

**Incorporating Corpus Data (COCA) in Teaching Phrasal Verbs**,  
*Xiaoli Yu and Veysel Altunel* ....................................................... 179

**Using Corpora to Teach Spoken Grammar**, *Li-Shih Huang* .................. 181

**Incorporating Corpus Data (COCA) in Teaching Reported Speech**,  
*Veysel Altunel* .............................................................................. 185

**Learning Grammar From Learner Dictionaries**,  
*Shoaziz Sharakhimov and Ulugbek Nurmukhamedov* ......................... 186

**Prepositions in Academic Writing**, *Lisa Leopold* .................................. 188
Part XI. Grammar for Writing

Composing and Style

Grammar for Academic Writing, Vijaya Srivastava and Madhavi Gayathri Raman ........................................... 193

Model Sentences for Narrative Writing, Andreea Nicolaescu ................................. 196

Grammar, Style, and the Choices We Make as Writers, Lori A. Randall .......................... 199

Collaborative Newspaper Project, Erin Kuester .................................................. 201

News Headlines, Ross Sampson ........................................................................ 203

Problems and Pain and Parallel Structure, Esther Chan ....................................... 205

Editing and Revision Activities

Revising Sticky Grammar With Sticky Notes, Zuzana Tomaš and Melissa Quasunella ........................................ 207

Small Group Grammar Workshop, Jean L. Arnold ................................................... 209

Get Me Right!, Vijaya Srivasta and Madhavi Gayathri Raman .................................. 212

Error Bingo, Martin McMorrow ........................................................................... 214

Publishing Partners, Rebecca Palmer ..................................................................... 216

Sentence Auction, Susan Stann ............................................................................. 218

Noticing How Words Work, Soo Kim Bee and Caroline Ho ..................................... 220

Making Editing Fun Through Collaborative Competition, Trisha Dowling and Jingqiu Yao ........................................... 222

Reinforcing Prepositions of Place Through Social Media, Nicholas Santavicca, Torin Shriver, Kelly Staniunas, and Jennifer TenBusschen ............................................. 224

Part XII. More Grammar Fun

Mastering Parts of Speech, Kelly Staniunas ...................................................... 229

Process Speaking for Grammatical Accuracy, Erica Sponberg and Xue Rui .................................................................. 231

Grammar Treasure Hunt, Beatrix Burghardt .............................................................. 234

Grammar Targets, Susan Kasten ........................................................................... 236
INTRODUCTION

Welcome to *New Ways in Teaching Grammar Second Edition*!

Since beginning work on this edition, we have often been asked if grammar instruction remains an important component of the ESL/EFL classroom and if there is a need for this book. After all, in the 1980s with the foundation of communicative language principles, we saw a shift away from grammar-oriented instruction toward fluency-oriented methods. More recently, however, form-focused instruction and corrective feedback have been recognized as having a significant role in the second language classroom (Lightbown & Spada, 2013). Indeed, as Hinkel (2016) notes, “Relatively accurate grammar is an essential tool for producing comprehensible sentences that can become a part of coherent text” (p. 381). This resonates with what experienced teachers know: Attention to grammar is critical for learners to effectively communicate in a second language. The question then becomes how teachers can apply grammar-focusing techniques to promote accuracy as well as fluency in their classrooms. According to Brown (2014) in *Teaching by Principles*, these techniques need to be as meaningful, engaging, and motivating as possible. We believe that the activities in *New Ways in Teaching Grammar* meet these criteria.

Readers of the first edition will be pleased to see that we have included a number of updated versions of those activities here. The new contributions cover a wide range of activities and teaching techniques, from introducing a specific grammar point to providing meaningful, contextualized practice and opportunities for creative task- and project-based learning.

Many of the new activities also reflect an important addition to teaching practices since the last edition: the ubiquity of digital resources for the classroom. Whether making use of digital devices like laptops and smart phones, relying on computer projection to show internet content, or making use of data-driven research with online corpora resources, teachers will find a variety of ways to effectively incorporate technology to enhance student learning.

Time-tested techniques of communicative language teaching with a form-focus component are included here as well—gap-filling, role-plays, songs, games—activities that promote noticing and consciousness-raising, target production, promote automaticity, and enable students to internalize new material. Students can engage in quiz shows, speed dating, scavenger hunts, surveys, improv—and upload their data and photos to class websites or social media.

We know that the materials and resources available to each educator vary; however, for the sake of simplicity, the activities in this book assume that all teachers have access to a blackboard or whiteboard, and paper and writing utensils.

We need to express our appreciation to our colleagues around the world, native- and nonnative-English-speaking teachers, the contributors who made this edition possible. We are grateful for your willingness to share your expertise.
We would like to acknowledge Robyn Brinks Lockwood, who encouraged us to take on this project and provided expert guidance throughout its development, and Esther Chan, who lent us her unfailing energy and invaluable editing skills during long days of revising.

Finally, we acknowledge our families, who were left to fend for themselves as we pored over submissions. Thanks to The Cary Crew—Stephen, Rebecca, and Brian—for their support on the home front. As for you, Jonathan Simó, this is for you.

To our readers, we wish you every success and much fun as you implement these engaging activities.

Connie Rylance and Andrea Kevech

REFERENCES

