

on the board as quickly as possible. Each team member can only write one word before they pass the pen onto someone else, but they can prompt each other. This also works for number of syllables and word stress.

7. Minimal pairs stations

Students show which of two words they think they have heard by racing to touch one of the things that the teacher or class decided will be used to represent that thing, e.g. the table for /l/ or the chair for /r/. More active classes can run and touch things like the door and the window, while shyer classes can just raise their right and left hands.

8. Sounds same or different

In this variation on Minimal Pairs Stations, rather than indicating which sound they hear, students indicate if they think two words you say have the same or different pronunciation. This is good for homophones as well as minimal pairs. The easiest way to explain the task is to give students pieces of paper with "Same" and "Different" written on for them to hold up or race to slap.

9. Sounds same or different pairwork

You can add lots more speaking practice, both controlled pron practice and free conversation, to Sounds Same or Different by giving students worksheets with the words you want them to compare highlighted on Student A and Student B sheets. First they read out just the word to decide if the pron is the same or not, then they read out their different sentences to see if the context gives them any more clues. When they have finished, they can spell the words out to each other and then look at each other's sheets.

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10. Tell me when I'm odd

In this variation of Sounds Same or Different, students listen to a whole string of words with the same sound (e.g. the same vowel sound) and race to indicate the first word they hear that is different.

11. Silently mouthing

Students try to identify the word or sentence that the teacher or a student is mouthing silently. This is good for awareness of mouth position for English sounds.

12. Sounds puzzle

You can get the logical parts of their brain working during pronunciation practice by hiding the sounds that make up a word that is the answer to the puzzle. Students find the sounds in common in each pair of words, put all the sounds together (mixed up or in order) and write the word they make.

13. Pronunciation maze

This game also allows them to use a little bit of logical problem solving to help with a pronunciation task. In a grid, write a string of words with a common sound, e.g. the same vowel sound, between the top left corner and the bottom right corner. In all the other squares, write in words that people might think have the same sound but don't. Students then have to get from the starting point to the end by the right route. After they have finished, drill the words on the right route, and then all the surrounding ones with different sounds.

14. Common pron pictures

Students draw lines between the pairs of words that share the same sound on their sheet, and see what kind of picture is made by those lines. This can take a lot of preparation, but is easier if you just have the thing they draw as a letter of the alphabet, usually an upper case one as there are more straight lines.

15. No sounds listening comprehension

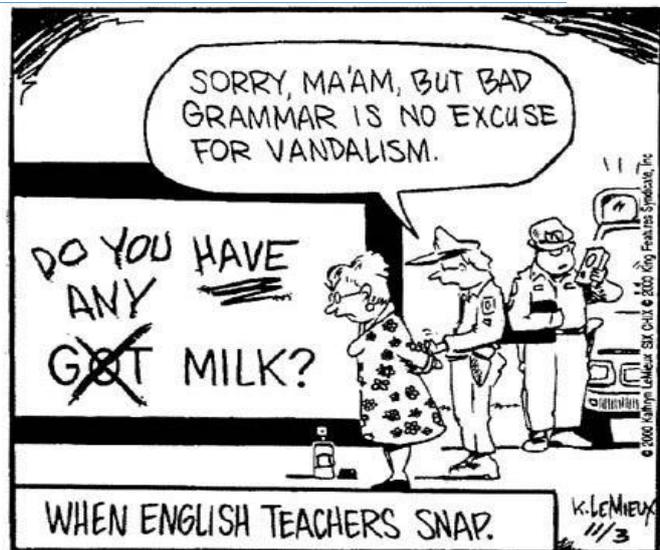
Students try to identify which sentence in a dialogue the teacher or a student has chosen without them using any English sounds. This can be done by waving your arms around to show sentence stress or intonation, or beating out the rhythm on the sentence on the table or your palm.

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Grammar

About Young Learners

Continuous investigation is done in the attempt to find effective ways to teach grammar to children in the language classrooms. Some experts advocate for one of the three approaches mentioned above, others would follow a more eclectic way. Generally speaking, there is the idea that learning grammar rules surpass children's cognitive capability, nevertheless, there is conclusive evidence that grammar "indeed holds an important position in children's



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