

TITLE	Grammar – making it memorable
ABSTRACT	Students need to remember more than just grammar rules in order to do well in examinations. They should recognise different meanings of grammar items in context as well as be able to use grammar spontaneously and effectively. This session introduces some different approaches and tasks for further practice of grammar designed to help students remember how it is formed, used and the meaning it carries in different contexts.
SESSION AIMS	<ul style="list-style-type: none"> • To consider why students may fail to retain and retrieve grammar • To identify aspects of grammar that need to be learnt for exam success • To analyse course book activities that aid grammar learning • To experience and reflect on other activities and strategies that can be used in the classroom
OVERVIEW	<ol style="list-style-type: none"> 1. Discuss why students find Grammar hard to remember 2. Focus on what aspects of Grammar need to be remembered 3. Analysis of coursebooks – how grammar is practised 4. Cps do & analyse activities that focus on meaning 5. Cps do & analyse activities that focus on form
MATERIALS REQUIRED	<p>Enough copies of coursebooks chosen to be shared one between 2.</p> <p>Flip chart.</p> <p>Packs of pelmanism game, either one large one or small ones enough for one for every 4 Cps.</p>
OUP REFERENCES	Grammar, Scott Thornbury, OUP Resource Books

go	went	been
put	put	put
drink	drank	drunk
eat	ate	eaten
take	took	taken
show	showed	shown
break	broke	broken
make	made	made
sing	sang	sung
wear	wore	worn