

Hello.

I like using colorful pictures when explaining grammar rules to my students.

It makes students feel more relaxed and some fun makes the information get sticky.

When students laugh at something funny, when they learn something new, the material goes better with them.

When I present **MUCH / LITTLE / FEW** I ask students first to tell me, if they like food, and how they feel about food. (It takes 7 minutes)

They surely will say, yes. We like food.

My next question, what amount of food makes you feel happy?

They say – big, huge, and other adjectives, and the right one is ---- **much**

Much food makes you happy ---- **=)** (draw a happy face)

And what amount of food makes you feel not so happy?

They say – small, little, and other adjectives, and the right one is ---- **little**

Little food makes you not so happy ---- **=/** (draw an ordinary not smiling nor happy face)

And what amount of books makes you feel so sad?

They say – little, not enough and other adjectives, and the right one is ---- **few**

Few books makes you not so happy ---- **=(** (draw a sad not smiling face)

Use different colors to make students see the difference. Ask students to give more examples at each point when putting down the rule.

When I explain something new I keep to the 30/70 % where 30 % is explanation and 70 % practice the new material. When we refresh the previously learned material I use 20 / 80 % where 20 % is refreshment and 80 % practice.

I try having fun at the lesson when I teach students, and lower the affective filter to involve more students into action.

I like playing some situations as sketches, when students use what they have learned and try to use it in real life, at first in class, and later outside the classroom.