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## 3 AWESOME GRAMMAR VISUALS TO USE IN CLASS

June 21, 2014

There is a heated discussion around the teaching of grammar between two main camps. On the one hand, proponents of the "back to basics" movement argue that grammar is the backbone of language teaching and as such it should be given priority in terms of teaching grammatical structures explicitly through language activities and exercises that are designed purposefully to target these structures in a mechanical way. On the other hand, progressivists have a different take on this. They view grammar teaching and literacy teaching in general as part and parcel of a natural process of learning that resembles kids learning of their mother tongues. They claim that through engaging learners in meaningfully authentic activities, kids get to learn more effectively than is the case through mechanical drilling advocated by the traditionalists.

I personally do not see the effectiveness of any one approach per se in the teaching of grammar. A healthy dose of explicit instruction on grammatical components of a language lesson is just as important as involving students in communicative and interactive language activities that implicitly target those same grammatical structures.

But regardless of the teaching approach you subscribe to in your language teaching, there is one evident fact that no two can argue over. Kids capacities in using appropriate grammar skills is whining away. This is even aggravated by the pervasive use of mobile devices and social media websites as primary means of communication in today's world. There is now a whole new linguistic code created and circulated in those online spaces and in text messages. This code is built on a language that thrives in short forms and grammatical errors. It does seem like digitality is killing some important aspects of language use and as such it behooves as teachers and educators to draw our students attention to this growing mal-appropriation of language and its negative effects on the grammaticality of their language. In this regard, I am sharing with you three interesting infographics that you can use with you students in class. These visuals highlight some key grammatical mistakes, errors, and rules that students should pay heed to.

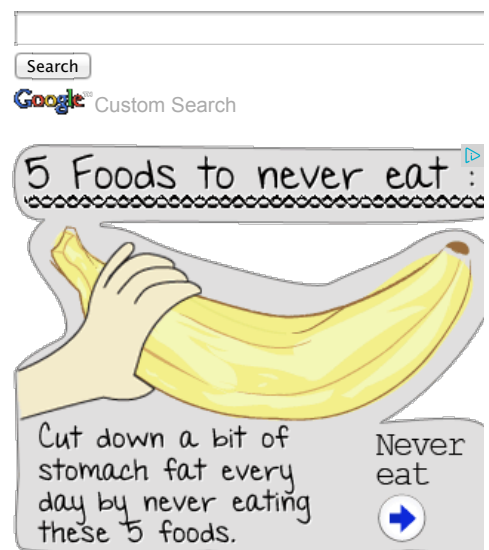
- Getting A Grip on Good Grammar
- 15 Grammar Goofs
- The Write Way

### 1- 15 Grammar Goofs



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**15 Grammar Goofs THAT MAKE YOU LOOK SILLY**

Engaging **online writing** is informal, conversational, and fun, but certain goofy mistakes just make you look silly ... and not in a good way.

### 1. YOUR / YOU'RE

Your	You're
"Your" is a possessive pronoun, as in <b>"your car"</b> or <b>"your blog."</b>	"You're" is a <b>contraction</b> of <b>"you are,"</b> as in: <b>"You're</b> screwing up your writing by using 'your' when you mean <b>'you are.'</b> "

### 2. IT'S / ITS

It's	Its
"It's" is a <b>contraction</b> of <b>"it is"</b> or <b>"it has."</b>	"Its" is a <b>possessive pronoun</b> , as in: <b>"This infographic has got its groove on."</b> Say your sentence out loud using <b>"it is"</b> instead. If that sounds goofy, <b>"its"</b> is likely correct.

*It's an apple!*

**Grammar Goofs** ★

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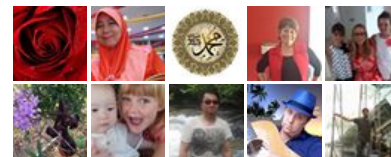
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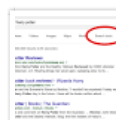
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### 3. THERE / THEIR / THEY'RE

#### There / Their

Always do the **"That's ours!" test**: Are you **talking about more than one person and something they possess**? If so, **"their"** will get you **there**.

#### They're

**"They're"** is a contraction of "they are," so talk it out to be sure.

*They're ...*

### 4. AFFECT / EFFECT

#### Affect

"Affect" is a verb, as in: "Your ability to communicate clearly will **affect** your income."

#### Effect

"Effect" is most often a noun, as in: "The **effect** of poor grammar on a person's income is well documented."

### 5. THEN / THAN

#### Then

The word **"then"** can have a variety of meanings, including **"at a point in time"** or **"in addition to."** As a rule, use the word **"than"** when comparing and **"then"** in all other instances.

#### Than

The word **"than"** is used to compare two different things: "This is bigger **than** that."

### 6. LOOSE / LOSE

Please don't mess this up. If your pants are **too loose**, you might **lose your pants**.

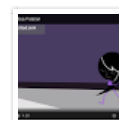
*Be careful!*



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## 7. ME, MYSELF, AND I

### Me/I

Choose between **"me"** and **"I"** by removing the other person from the sentence and using what doesn't sound silly.

~~Me~~  
I love you!

### Myself

"Myself" is only proper two ways, both used here:

"Many despise asparagus, but I myself tolerate it. I thought to **myself**, 'Why?'"

?

## 8.

### IMPROPER USE OF THE APOSTROPHE

You need an apostrophe in two cases:

**For contractions** ("don't" for "do not" forget the apostrophe) **and to show possession** ("Frank's" apostrophe means the apostrophe belongs to Frank").

## 9. COULD OF, WOULD OF, SHOULD OF

"Could've," "would've," and "should've" are legitimate verb contractions, but when spoken, they sound like they end in "of" (wrong) instead of "have" (correct). "Could of," "would of," and "should of" all make you look silly.

Could of...

Wrong! Fool!

## 10. COMPLEMENT / COMPLIMENT

### Complement

"**Complement**" is something that **adds to** or **supplements** something else, or the act of doing so.

### Compliment

"**Compliment**" is something **nice** someone says about you.

Thanks!

You're pretty.



## 11. FEWER / LESS

### Fewer

If you **can count it**, use "fewer."

> "Robert has written **fewer** poems since he got a real job."

### Less

If you **can't**, use "less."

> "Sonia has **less** incentive to do what I say."

## 12. HISTORIC / HISTORICAL

### Historic

#### Silly alert!

"Historic" means an important event.

### Historical

"Historical" means **something that happened in the past.**

## 13. PRINCIPAL / PRINCIPLE

### Principal

As a noun, "principal" means the **highest in rank** or the main participant; as an adjective, it means the most important of a set.

### Principle

"Principle" is a noun meaning a **fundamental truth, law, or standard.**

## 14. LITERALLY

"I'm literally dying of shame." Bet not. "Literally" means that exactly what you say is true – no metaphors or analogies. Everything else is figurative.

OK!

## THE DANCING

A dangling participle occurs

## 15. THE DANGLING PARTICIPLE

A dangling participle occurs when you order a sentence in a confusing way.

**For example:**  
 "After rotting in the cellar for weeks, my brother brought up some oranges."  
 This means your brother is a zombie who delivers fruit.

**Try instead:**  
 "My brother brought up some oranges that had been rotting in the cellar for weeks."

The English language can be tricky with dangling participles and the misuse of "literally." Pay attention to grammar and avoid the 15 common mistakes that may leave you, literally, jobless.

Written by: **copyblogger**      Infographic design by: **BlueGlass**

## 2- The Write Way

## The Write Way: 8 Commonly Misused Words!

Unless you want a visit from this guy, you'd better familiarize yourself with some of the most common violations below!

**Compliment / Complement**

Compliment = an admiring remark  
 Complement = goes well together

**Accept / Except**

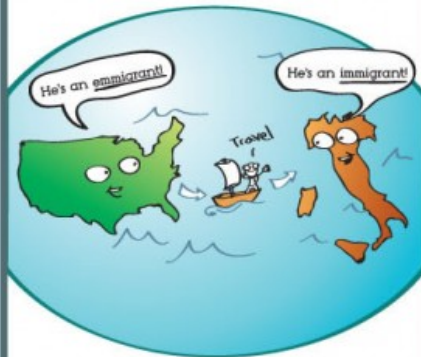
Accept = to receive; Except = not including





## Emigrate / Immigrate

Emigrate = leaving; Immigrate = coming



## Flair / Flare

Flair = skill, talent, or style  
Flare = a sudden blaze



## Fewer / Less

Fewer = nouns that can be counted  
Less = nouns that cannot



## It's / Its

It's = contraction of "it is"  
Its = possessive pronoun or adjective



## Flammable / Inflammable

...yeah, that's going to catch on fire



## Lie / Lay

Lie = intransitive verb (it has no object)  
Lay = transitive verb (it has an object)  
and past tense of "lie"





### 3- Getting A Grip on Good Grammar

**GETTING A GRIP ON GOOD GRAMMAR**

Want to make sure poor writing skills don't trip you up?  
Master these **10** rules to help you shine at school and work.

**1 's/s'**

**'s** = belonging to a single person or object.  
*Example:* The boy's family is proud of him.

**S'** = belonging to multiple people or objects.  
*Example:* The sisters' bedroom is decorated in green.

*Exception: When referring to an already plural word, like children, you would write children's.*

**Affect/Effect**

**Affect** = to influence.  
*Example:* Leading a group of kids can affect them positively.

**Effect** = a result.  
*Example:* You can have a positive effect on a group of kids.

*Hint: Affect is most often a verb, while effect is most often a noun.*

**3 Farther/Further**

**Farther** = a measure of distance or length.  
*Example:* The quarterback threw the football farther than he ever had.

**Further** = more of.  
*Example:* She wants to further her studies in medicine.

**His or Her/Their**

**His or Her** = belonging to a single person.  
*Example:* Anyone can lose his or her appetite once in a while.

**Their** = possessed or claimed by a group.  
*Example:* Athletes can lose their appetites once in a while.

**4 I/Me**



**5** **I** = use when referring to yourself before the verb.  
**Example:** My spouse and I went to the restaurant.

**Me** = use when referring to yourself after the verb.  
**Example:** My daughter went to the restaurant with my spouse and me.

**Hint:** If it doesn't sound right to say "me" by itself, then use I.

**It's/Its**

**It's** = it is/has.  
**Example:** It's a beautiful day. It's been a long week.

**Its** = belonging to something.  
**Example:** The dog wanted its bone.

**Hint:** If it doesn't sound right to say "it is/has," then use its.

**7** **Than/Then**

**Than** = shows comparison.  
**Example:** Eagles are larger than robins.

**Then** = indicates sequence.  
**Example:** He closed the door, then went to bed.

**Their/There/They're**

**Their** = possessed or claimed by a group. **Example:** Their team won the World Series last year.

**There** = place. **Example:** The dog buried a bone there.

**They're** = they are. **Example:** They're leading the team to victory.

**9** **Who/That**

**Who** = refers back to a particular person.  
**Example:** The woman who found the lost puppy got a reward.

**That** = refers to a nonhuman object.  
**Example:** The organization that raised the most money for charity was honored at a banquet.

**Who's/Whose**

**Who's** = who is/has.  
**Example:** Who's going to the party? Who's eaten at that restaurant before?

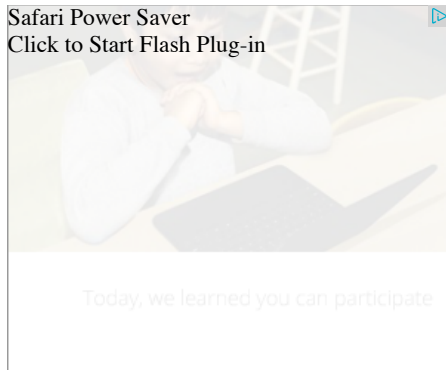
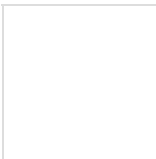
**Whose** = belonging to a person.  
**Example:** The girl whose sister was in an accident had to leave early.

**Hint:** If it doesn't sound right to say "who is/has," then use whose.

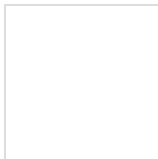
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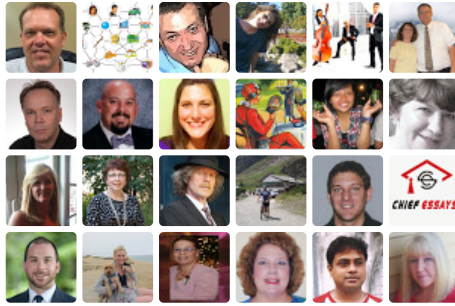
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editor of Educational Technology and Mobile Learning. I am currently living in Canada where I teach and prepare my PhD. You can reach me at: [med@educatorstechnology.com](mailto:med@educatorstechnology.com)

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