



# Teaching English Grammar

## Today's class

- Review / Example lessons
- Socrative and Kahoot
- Example lesson
- Homework

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Website: [edwardtesol.com](http://edwardtesol.com)

# Warm up

Find the feedback email that I sent during your last microteaching.

Take a few minutes to read it and refresh your memory.

Using the content of the email and your own ideas, what would you like to change about your lesson for next time?

- What do you need to add?
- What do you need to modify?
- How could your lesson be improved?

**\*\*you will teach your improved lesson**



## Example activity 1

### “Rule discovery”

Learners discover the grammar rule inductively through examples.

# Context

Today we're going to visit a new country.  
Can you guess where?



# Vocabulary



# Checking stage



la rodilla



el ojo



el brazo



la cabeza



la boca



el hombro

# Categorizing + discovery

Put these words in the right column.

**hombro, brazo, boca, cuello, cabeza,  
pecho, rodilla, pierna, mano**

el

la

# Checking stage

Who are these people?

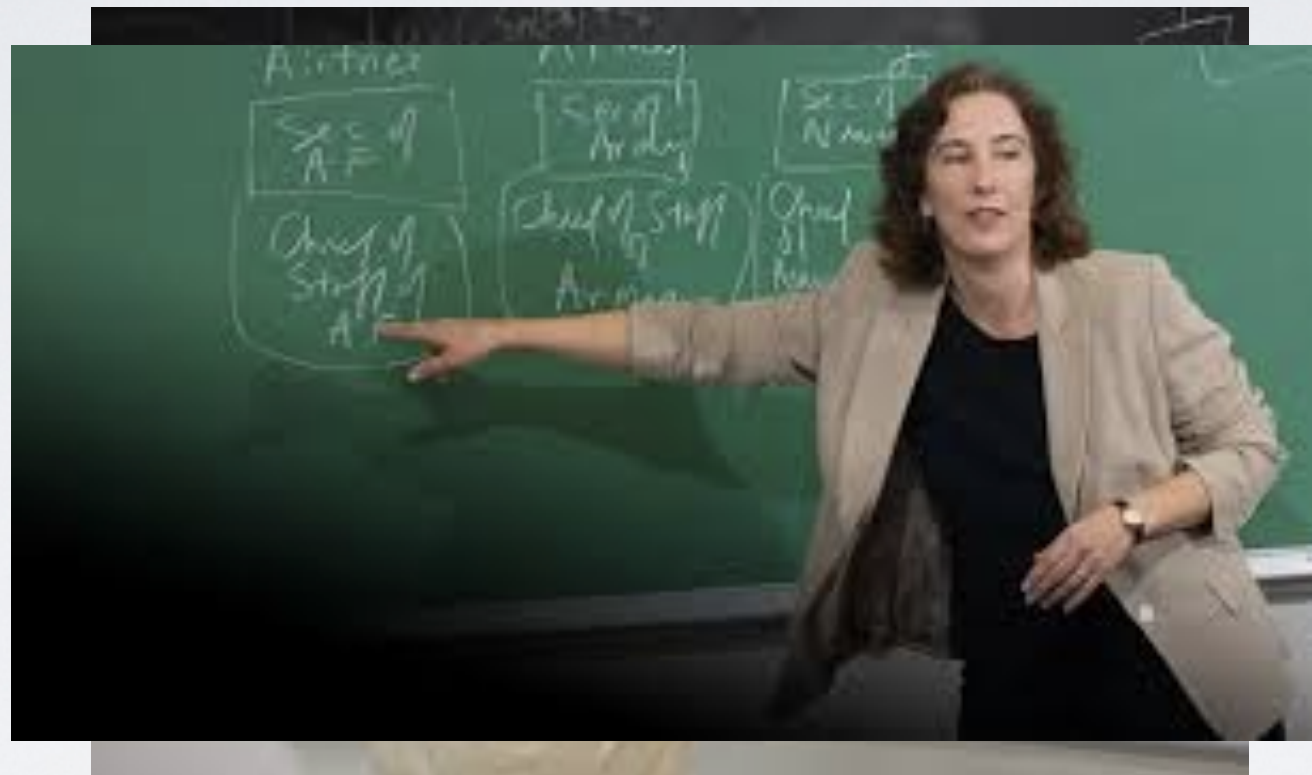


**fashionisto or  
fashionista**



# Checking stage

Who are these people?



el professor **or** la  
profesora

# Checking stage

Who are these animals?



el gallo or la gallina

# Extension (option)

## Review

	MASCULINE		FEMININE	
SINGULAR	el	un	la	una
PLURAL	los	unos	las	unas
	DEFINITE	INDEFINITE	DEFINITE	INDEFINITE



## Example activity 1

### “Changing contexts”

The contexts are changed while the grammar point remains the same.

## Example lesson

Age: Teenagers / Adults

Level: Intermediate / Advanced

Grammar: **Used to**

Ex:

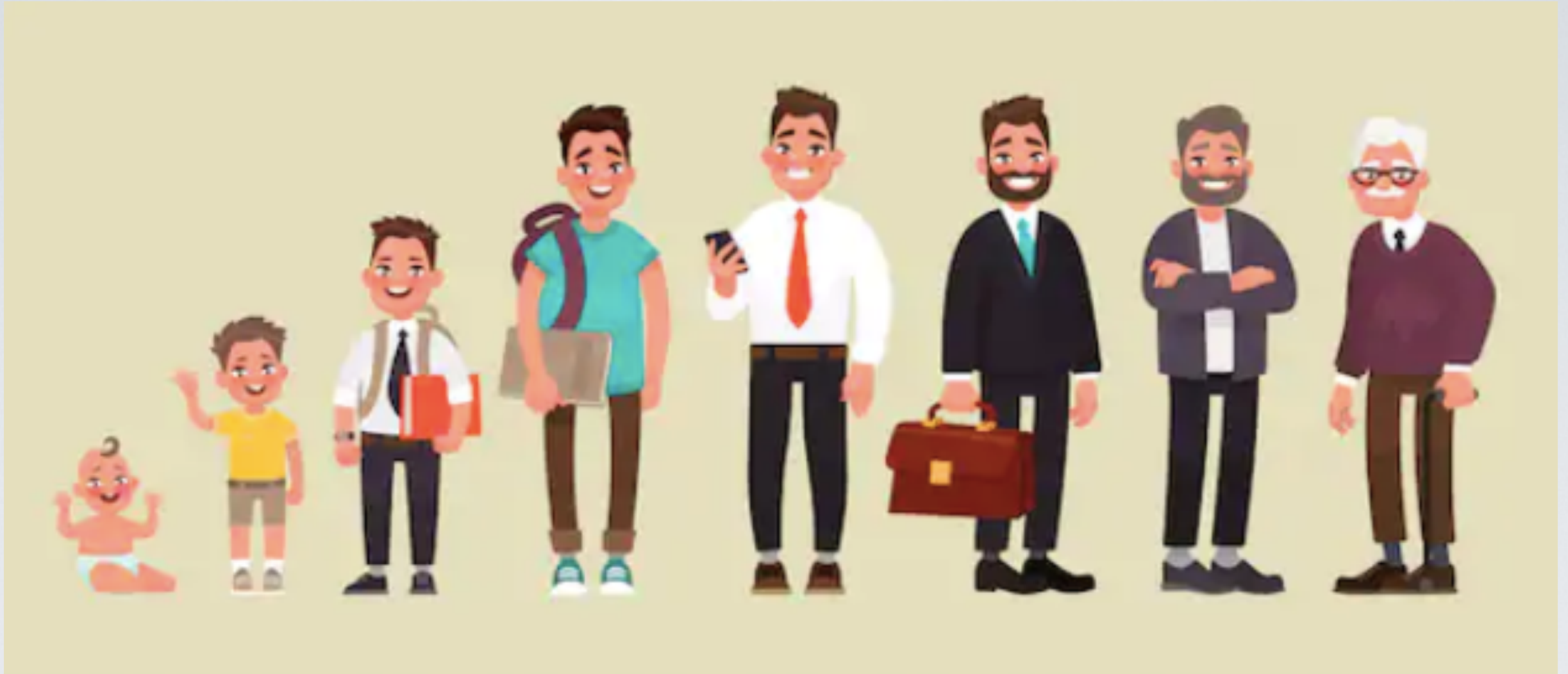
**I used to play soccer.**

**I used to have a pet dog.**

**Koreans used to wear hanbok.**

# Warm up / input

## How have you changed?



**I used to...**

Is this in the past or the future?  
Is it a long time ago or short time, like yesterday?

# Inductive examples, meaning



I **used to** have long hair!

Do I have long hair now?

# Inductive examples, meaning



I **used to** have very short hair!

Do I have very short hair now?



# Personalizing



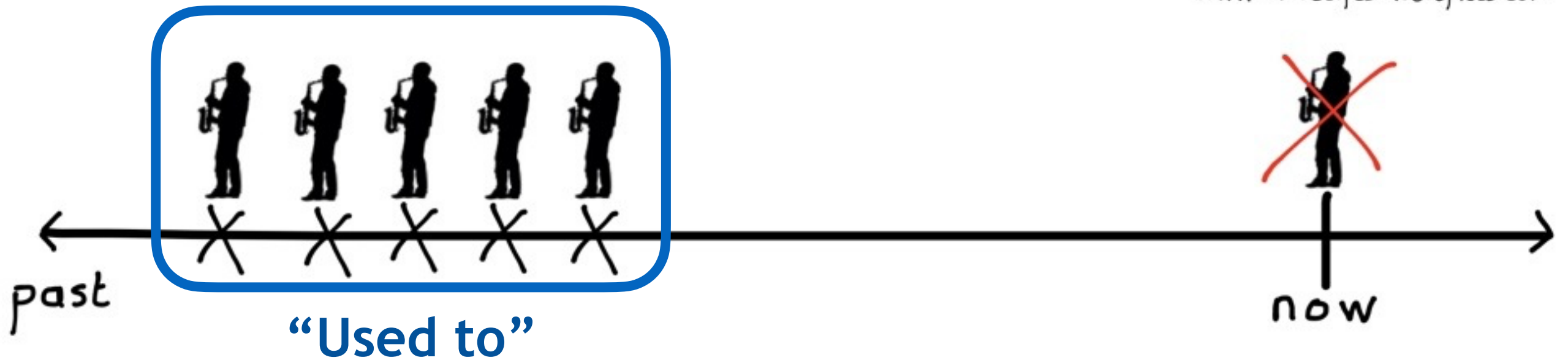
**How has your appearance changed?**

**I used to wear glasses.  
I used to have short hair.**

**How about you?**

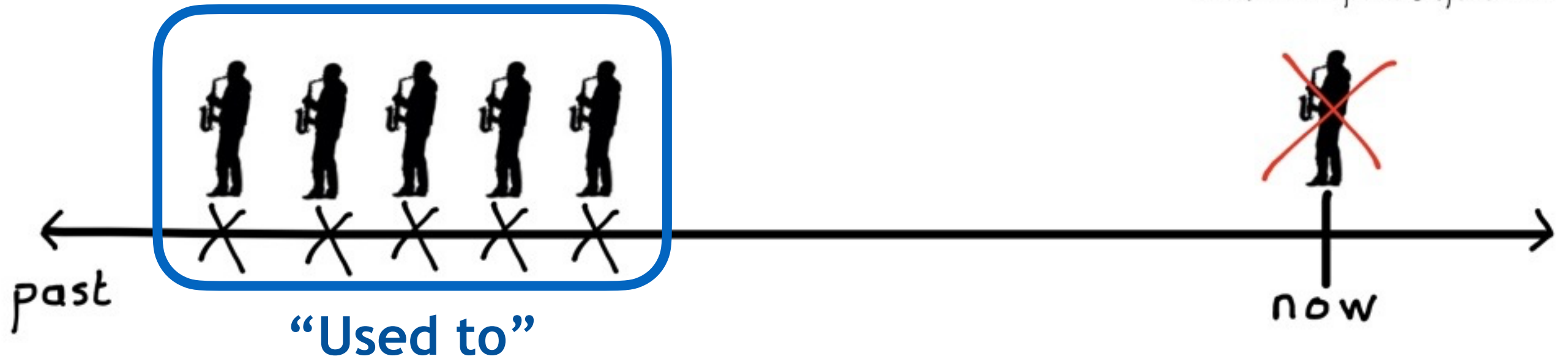
# Timeline

www.eflrecipes.wordpress.com



# Checking

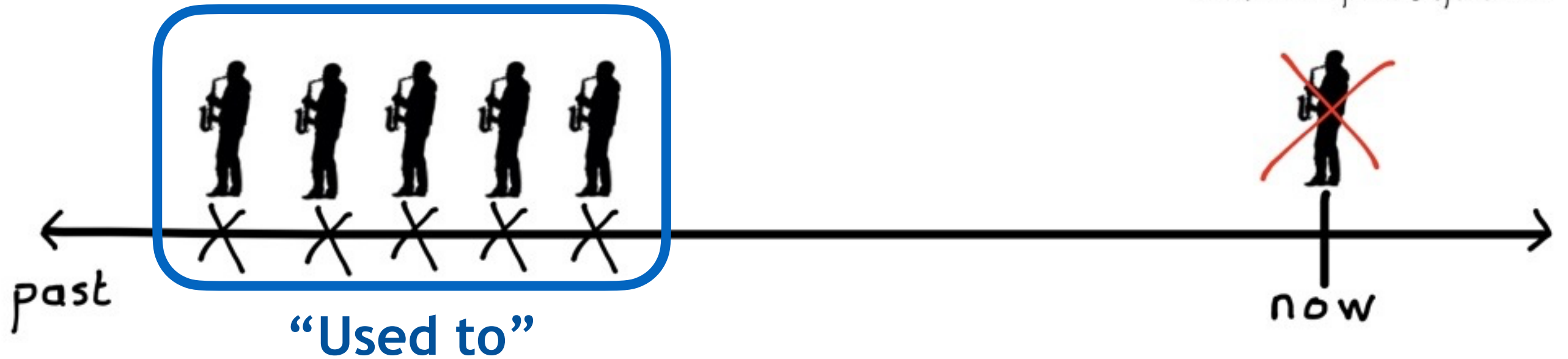
www.eflrecipes.wordpress.com



I bought this bike a long time ago.  
And I rode this bike **today**.

“I used to ride this bike.”

Is it right?



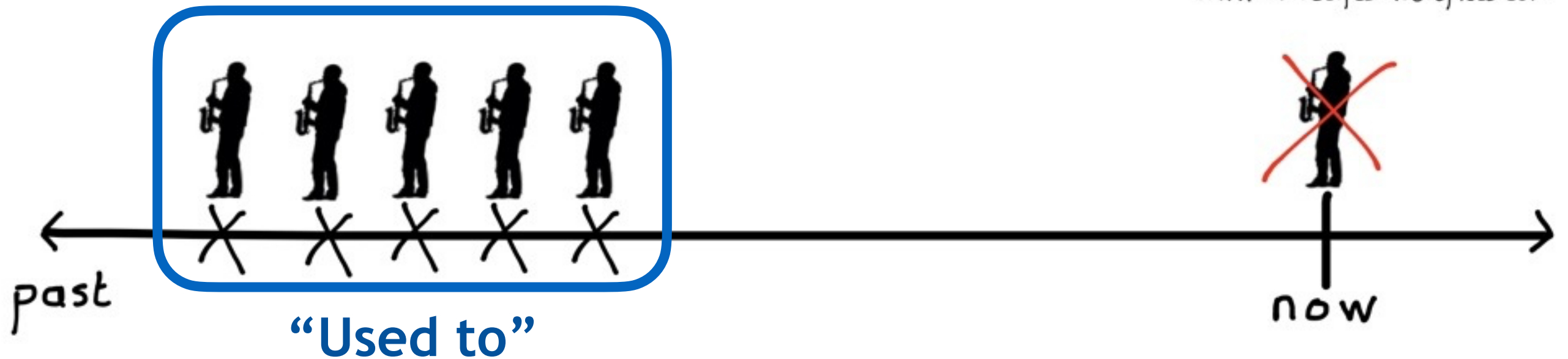
I bought this bike a long time ago.  
And I rode this bike today.

“I used to ride this bike.”



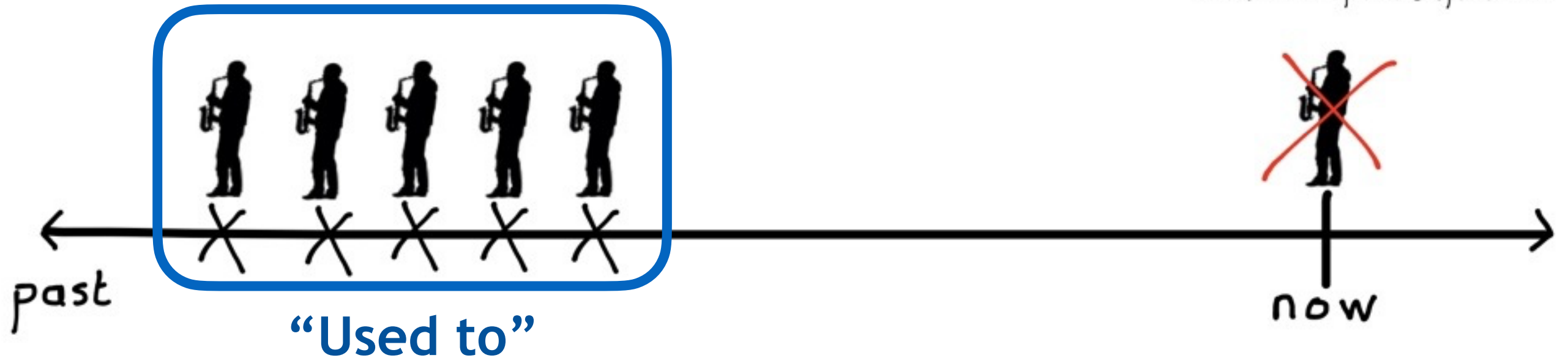
Is it right?

I still ride this bike now.



I went to Busan once.  
“I used to go to Busan.”  
Is it right?

I worked in Ilsan. I worked there for 3 years.  
“I used to work in Ilsan.”  
Is it right?



I went to Busan once.  
“I used to go to Busan.”  
Is it right?



I worked in Ilsan. I worked there for 3 years.  
“I used to work in Ilsan.”  
Is it right?



# Personalizing, communication

What did you used to like to do?

I used to go out in Hongdae, but I don't now.

I used to listen to loud music, but now I like quiet music.

I used to live in Ilsan, but now I live in Seoul.

I used to work at SNUE, but now I work at HUFS.

I used to go for long bike rides, but now I have kids.

How about you? Make 3-4 sentences and share with your partner.

## New context



**My son used to love trains. He used to collect Thomas toys.**

**He used to ride his kick-board every day.**

**He used to play basketball.**

**How about a person you know?  
Choose a family member or a friend.  
Make 3-4 sentences and share with your partner.**



## Discussion Questions

1. What is a food that you used to hate but now you like?
2. Who used to be your hero when you were young?
3. Who used to be your favorite singer when you were young?
4. **Did** you **use** to have a pet?
5. What used to be your favorite game to play?
6. Where **did** you **use** to play when you were a child?

Why is it “use to” in question 5?

# New context



**John and Mary are visiting Seoul.  
Can you tell them about the history  
of Seoul and traditional Korean life?**



- This used to be the main train station in Seoul.
- Korean kids used to play in the street.
- We used to live in a house called a hanok.



What would be interesting to tell John and Mary?  
Korean food, clothes, buildings, life...



# Contrasting

**BUT!!!**

**“I used to...”**

**- and -**

**“I am used to...”**

**are different!**

**TO BE USED TO and USED TO  
are not the same.**

## **BE USED TO**

= familiar or comfortable with something

Something you do every day.

I was used to driving on the left in England, but now I am used to driving on the right.

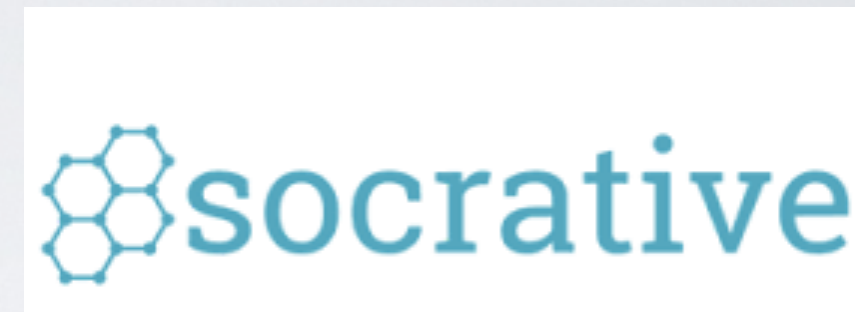
I am used to getting up early to take my son to school.

I am used to using a Mac computer so Windows confuses me.

How about you?

What do you usually eat for breakfast?

How do you travel? What do you do all the time?



## Formative vs. Summative assessment

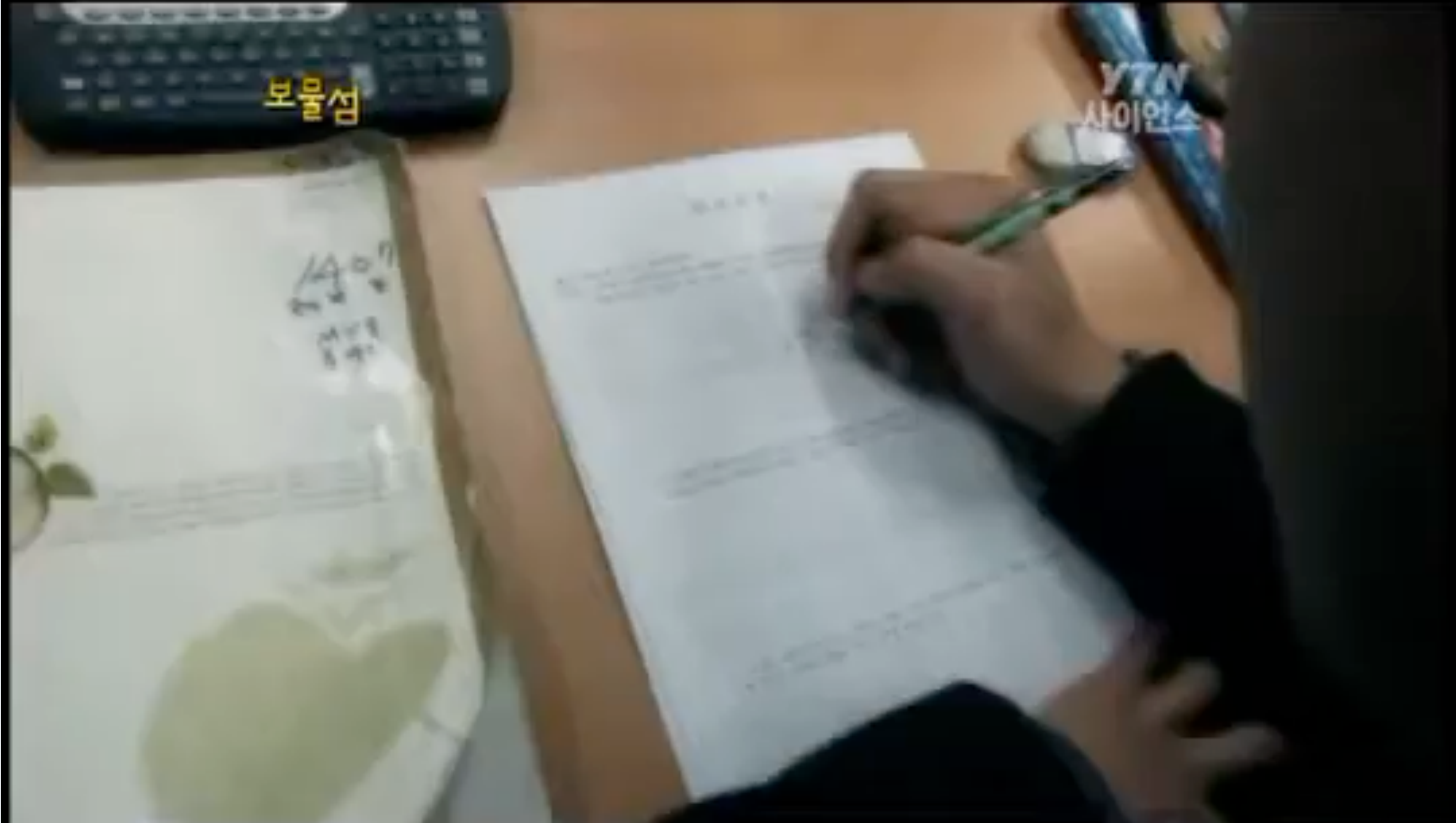
**Formative = during the learning process**

**Summative = at the end of the learning process**

# Formative vs. Summative assessment

	Formative	Summative
What	<b>Assessment FOR learning</b>	<b>Assessment OF learning</b>
Purpose	<b>Improve learning &amp; teaching</b>	<b>Measure of competency</b>
When	<b>On-going</b>	<b>End of course</b>
How used by S	<b>Learn thru feedback &amp; practice</b>	<b>Grades</b>

# Student Response Systems (SRS) / 'Clickers'





# Online student response systems



[www.kahoot.it](http://www.kahoot.it)

<https://create.kahoot.it>



# Online student response systems

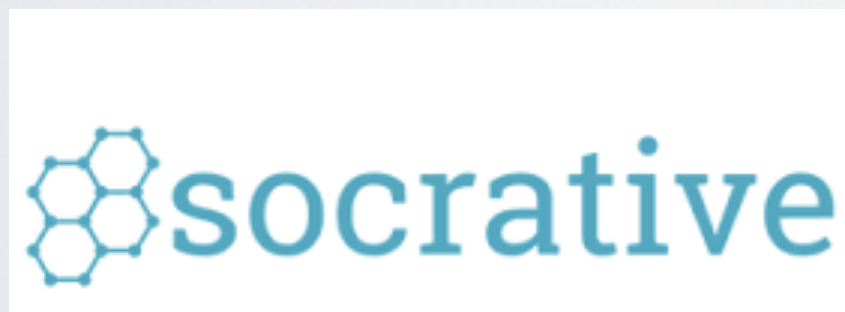
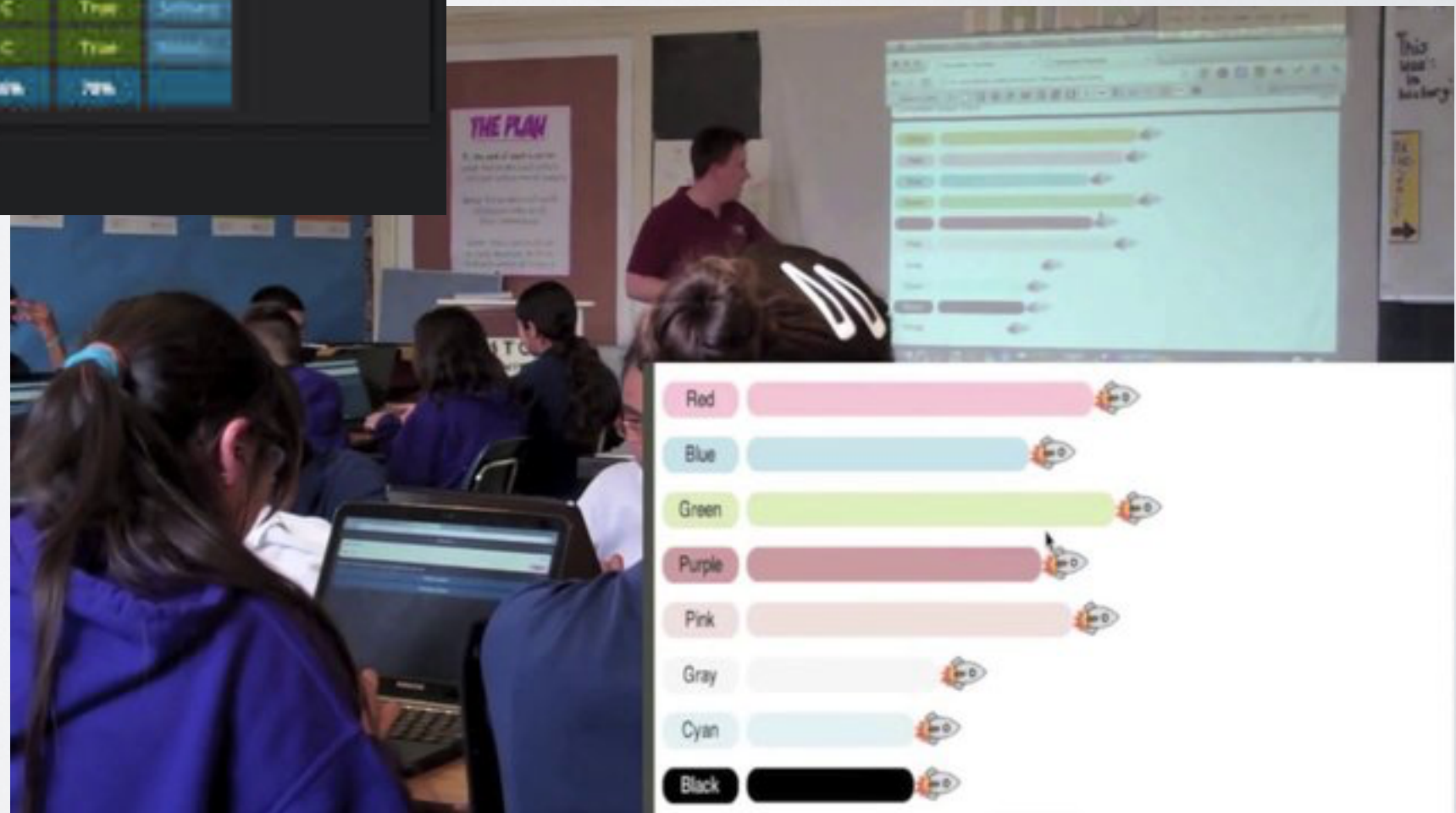
socrative

ROOM: SOC14  
State Facts - Fri Jun 27 2014

GET REPORT EXIT

Name	Progress	1	2	3	4	5	6	7	8
Dempsey, Clint	80%	C	Texas	False	A	D, A	C	True	10000
Hartness, Jack	70%	C	Idaho	True	C	D, A	C	True	10000
Heck, Wilfred	87%	C	Idaho	True	A	D, A	B	False	10000
Hobbs, Denise	80%	C	B	False	A	D, A	B	True	10000
Donald, Clara	70%	C	Idaho	True	A	D, A	B	True	10000
Rosdy, Tomas	67%	B	Idaho	True	A	C, A	C	True	10000
Tyler, Ross	67%	C	Idaho	True	A	D, A	B	False	10000
Williams, Rory	67%	C	Wyomi	True	C	D, A	C	True	10000
Wunderbar, Jim	100%	C	B	False	A	D, A	C	True	10000
Class Total		80%	70%	87%	70%	80%	80%	70%	

[www.socrative.com](http://www.socrative.com)



# Breakfasts

- **Is there a ‘traditional’ breakfast in your country?**
- **Do you have the same breakfast every day?**
- **Do you usually have breakfast alone or with others?**



# Breakfasts

A



B



C



Which of these three breakfasts is being described?



Listen again. Complete the description using the words from the word bank.

Well a traditional English breakfast, well it's not very \_\_\_\_\_, but it's a lot of fried food, so fried sausages, bacon, fried tomato, fried bread, eggs, maybe \_\_\_\_\_ or fried again, and also sometimes you might have black pudding, \_\_\_\_\_ a kind of sausage I suppose made from pig's blood. And what else might you have, baked beans, fried mushrooms. Basically, that's what a \_\_\_\_\_ English breakfast amounts to. And you might have with that some toast and \_\_\_\_\_ a cup of tea.

full

scrambled

which is

perhaps

healthy



# Describing food

“....you might have black pudding, **which is** a **kind of** sausage I suppose made from pig’s blood.”

- Does the speaker think that the listener knows what ‘black pudding’ is?
- Is ‘black pudding’ exactly the same as a sausage or similar?

“In summer, I enjoy naengmyeun, which are kind of noodles in a cold broth.”

“My father likes jajangmyeon, which is a dish of noodles in a kind of black sauce.”

Imagine you have to describe Korean food to a foreigner. Write down three more examples.

# Summary: Using ‘which’ and ‘kind of’

- ‘which is’ and ‘which are’ can be used to add extra information to a word, such as food. This is a useful technique when the other person comes from a different culture.
- ‘kind of’ can be used when we make general comparisons.

“I like drinking bitter, **which is a kind of dark English beer**”



# Final Schedule

In Weeks 13-16, you will teach an improved version of your lesson plan.

This is for further practice and for you to act upon the feedback you received in your first microteaching.

You can modify, add, and adapt anything in your lesson. Use the form that you have already completed but make improvements.

## **Week 12 - HOMEWORK - Lesson plan workshop**

Bring an outline of your final grammar lesson plan to discuss and receive feedback from peers. We will also make the schedule.

## **Weeks 13-16 - Final micro-teaching**

The assessment and feedback for this will use the same rubrics as your first micro-teaching (see my website)

## Homework for this week

Bring a basic outline of your lesson idea and next week there will be class time for peer discussion and feedback.

Remember:

- teach inductively
- keep the lesson focused on meaning
- language input before language output
- gives lots of practice and personalization
- be student-centered