



Teaching English Grammar

Today's class

- Review
- Reading homework task
- Example lessons
- Homework - teachers for beginner level

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Homework Task starting Week 4

Student Micro-teaching

Micro-teaching / Practice schedule:

- Week 4 Beginners activities practice (students prepare an activity)
- Week 5 Beginner Learners (Micro-Teaching)
- Week 6 Intermediate activities practice
- Week 7 Intermediate Learners (Micro-Teaching)
- Week 8 Advanced activities practice
- Week 9 Advanced Learners (Micro-Teaching)

All students will be placed in one of these **groups** and micro-teach according to this schedule. In the week of your **micro-teaching**, you will teach a short lesson focusing on a grammar point. This is not assessed, the purpose is for practice and feedback.

- Approximately 15 minutes each
- Any grammar point of your choosing
- Prepare necessary materials/PPT

Homework Task starting Week 4

Student Micro-teaching

Micro-teaching / Practice schedule:

- **Week 5 Beginner Learners (Micro-Teaching)**
- Jungmi, Mijin, Miran, Saehee
- **Week 7 Intermediate Learners (Micro-Teaching)**
- Hayoon, Haeun, Eunji, Hyunjung
- **Week 9 Advanced Learners (Micro-Teaching)**
- Yujin, Heeyeon

All students will be placed in one of these **groups** and micro-teach according to this schedule. In the week of your **micro-teaching**, you will teach a part of a lesson focusing on a grammar point. This is not assessed, the purpose is for practice and feedback.

- Approximately 15 minutes each
- Any grammar point of your choosing
- Prepare necessary materials/PPT

My tips:

- Give your own examples and model the language/answers.
- Use model texts and highlight/draw attention to grammar features
- Let the learners personalize the language
- Think about context of use and set up the context at the start of the lesson.
- Make the activities and language use meaningful.
- Multi-modal (listen, speak, write, act) + learning styles

“Context”

had

This word has no context.

“Context”

He **had** eaten lunch before
his mother came home.

This word has language/sentence context.

“Context of use”

= to talk about our daily schedule

Dad: “Did Sam eat lunch yet?”

Mom: “Yes, he **had** already eaten lunch before I got home.”

This word has language/dialogue context.

“Context of use”
= to talk about our daily schedule

1pm



2pm



He **had** eaten lunch already before his mother came home.

This sentence has situation context.

Inductive vs. Deductive teaching

INDUCTIVE

specific examples → general rule

DEDUCTIVE

general rule → specific examples

Questions:

What is inductive teaching?

What is deductive teaching?

How are the inductive/deductive lessons different?

Which is more communicative?

Which do you prefer?

Inductive vs. Deductive teaching

Inductive

Starts with a focus on meaning.

Language in context (= in a real life situation).

Learning how to communicate.

1. “Today we’re going to buy a new phone...

...The Galaxy phone is bigger than the LG phone...

...The iPhone is more expensive than the LG phone...”



2. checking rules =

The Galaxy phone is _____ than the LG phone...
The iPhone is _____ expensive than the LG phone...”

Inductive vs. Deductive teaching

Which approach to use?

- **Older learners can do explicit rule discovery and use meta-language to discuss rules.**
- **Depending on the grammar point, inductive or deductive approach may be best.**
- **Inductive is seen as more meaning-focused and communicative.**
- **Test takers may prefer deductive approach.**
- **Try to use both approaches in your teaching.**

Tip for inductive teaching =

Focus on the “**Context of Use**”



Superlatives:

We use superlatives to talk about amazing things.

“Today we are going to learn about dinosaurs!”

Tip for inductive teaching =

Focus on the “**Context of Use**”



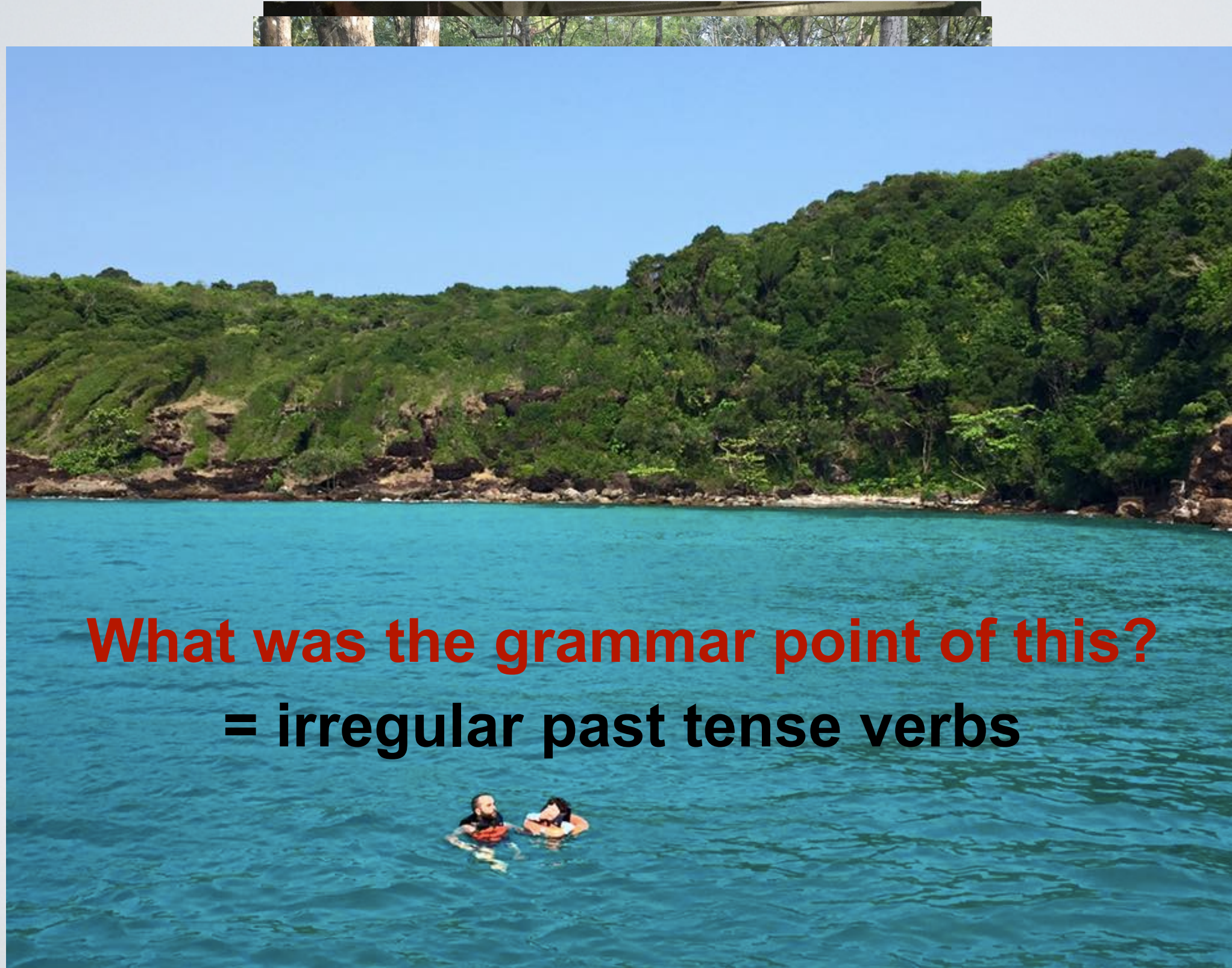
Comparatives:

We use comparatives to compare things, for example when shopping or competing in a competition.

“Today we are going to play a game and find which superheroes are strong, fast and powerful!”

Example:

Let's talk about holidays!



What was the grammar point of this?

= irregular past tense verbs

Inductive vs. Deductive teaching

Task:

Go to this page:

<https://www.learngrammar.net/english-grammar>

Choose one grammar point for your group.

If you are going to teach this grammar, what will be the context of use for the lesson? Choose a context of use that matches your grammar point. Discuss.

Example:

Modals: “should, shouldn’t, must”

Context of use: School and classroom rules



Inductive vs. Deductive teaching

Questions

Now we have learned about inductive and deductive teaching, how do you think it relates to your experiences of learning languages in Korea?

If students learn in a deductive way (*focusing on grammar rules rather than how to use grammar in communication*), what do you think is the outcome? What problems might they have as a language learner?

Homework Task - See Wk4 reading homework on my website

Prepare a grammar activity to share in small groups (practice session)

1. Fill-in-the-blanks
2. Cloze procedure
3. Word scramble
4. Conversation scramble
5. Sentence cues
6. Error correction
7. Comprehension questions
8. Drills
9. Surveys
10. Information gap
11. Grammar dictation/Dictogloss
12. Games
13. Grammar charts

There are 13 types of tasks and activities starting on page 46.

Choose one of the task types and consider how you could make it more fun, interactive, and meaningful for beginner learners. This could be in terms of the steps of the activity, additional materials, TPR, team competition, or any aspect that you think would improve the task. If you wish, you can choose a grammar point and provide specific examples.

In Week 4 you will share and explain your ideas in groups. Bring the necessary materials to share and demonstrate your ideas. You may be asked to share your ideas with the whole class.

This is a preparation task to develop ideas before micro-teaching.

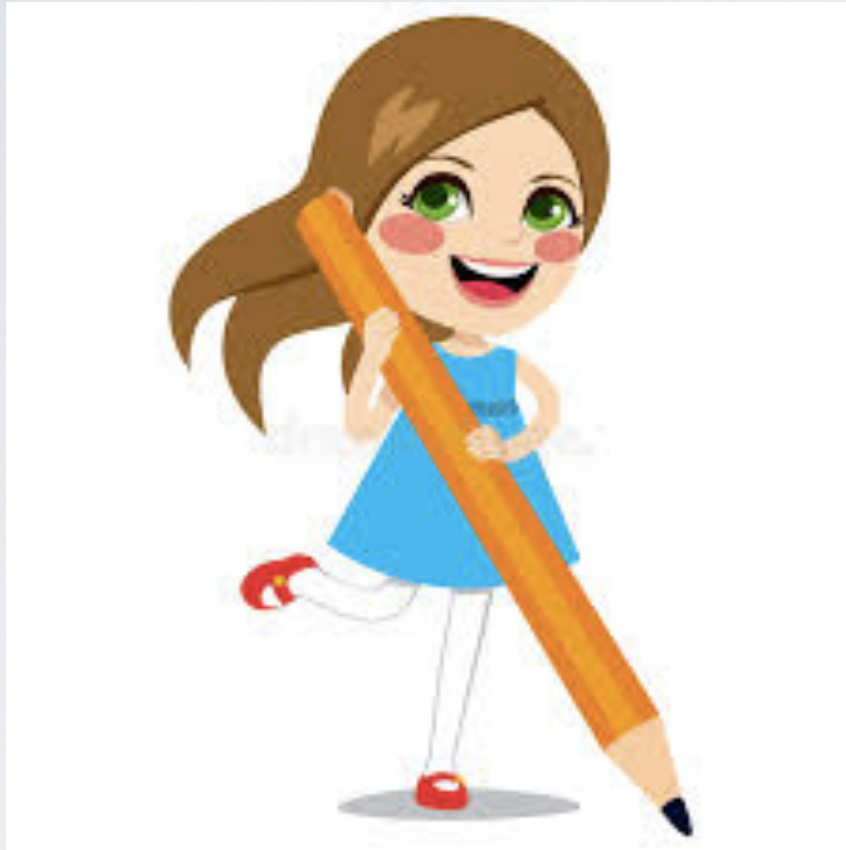
Example Lesson

Guessing game - Find the classroom object!



“It’s on his desk”
“It’s his pen”
“It’s his black pen”

Matching game



It's **his** pencil.

It's **her** pencil.

It's **hers**.

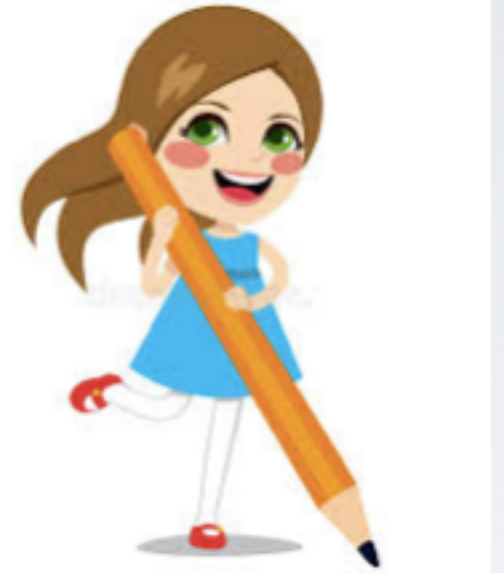
It's **his**.

Label the object



It's **his** pencil.

It's **his**.



It's **her** pencil.

It's **hers**.

1. Take 3 post-it notes.
2. Label 3 things using sentences above.
3. You can change the object name if you know it.
4. If you don't know the object, write "It's his" or "It's hers."

Bag game



Put one of your things in the bag.

Say “It’s mine.”

We will take things out of the bag.

When you see your thing you can say:
“It’s mine.”

We will say:
“It’s her pen.”
“It’s hers.”



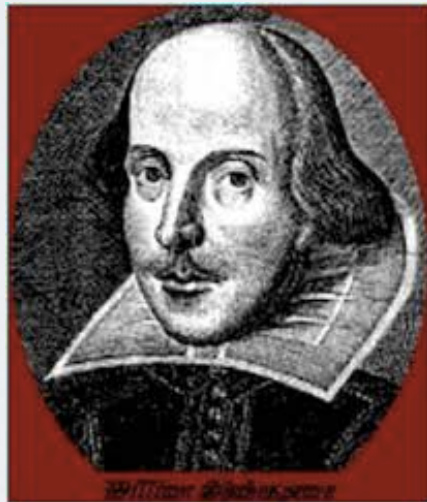
Materials Design & Development

Sample lesson

Level: **High beginner / Lower intermediate**

Note: In this lesson, pay attention to the scaffolding of the target language.

Can you name them?



Discussion: What do you know about the UK?

people, celebrities,
authors, actors



places, cities, landmarks

history

movies and music

...any more?

Can you guess what we're going to learn about today?



What do you know about this topic?

What is it?



a scone

What is it?



fish 'n' chips

What is it?



cheese and crackers

What is it?



balti

What is it?



a full English breakfast

What is it?



shepherd's pie

fish 'n' chips
or
cheese and crackers?



Is it a balti or shepherd's pie?



Which one is a full English breakfast?

a



b



c



Which one is a scone?

a



b



c



Can you name them?



Can you name them?



Look at the food and remember them.



What's missing?



What's missing?



How do you think he feels?



How do you think he feels?



What do you think he wants?

What food do you want when you are hungry?

I'd like



a scone



a full English breakfast



cheese and crackers

I'd like



a balti



a shepherd's pie



fish 'n' chips

Where do you think this is?



What would you like?



I'd like...



Circle drill



Look and remember

1

What

2

would

3

you

4

like?

5

I'd

6

like

7

a

8

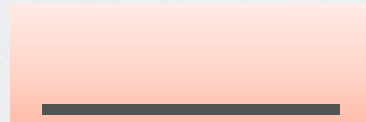
scone.

QUIZ!

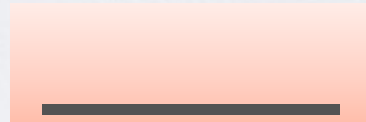
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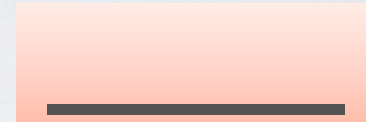
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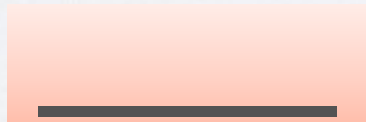
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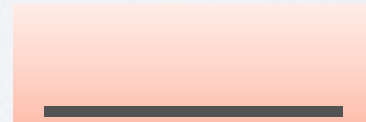
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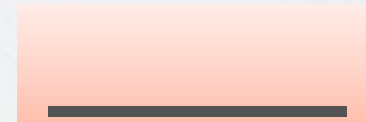
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7



8



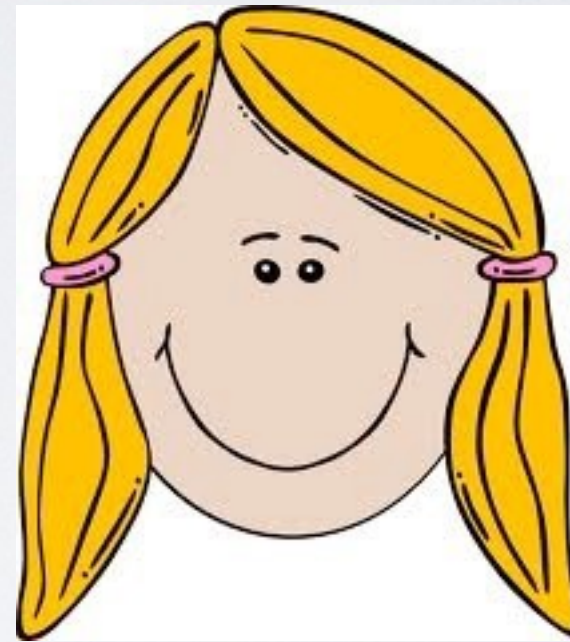
Why are these people in different groups?



Peter



Bob

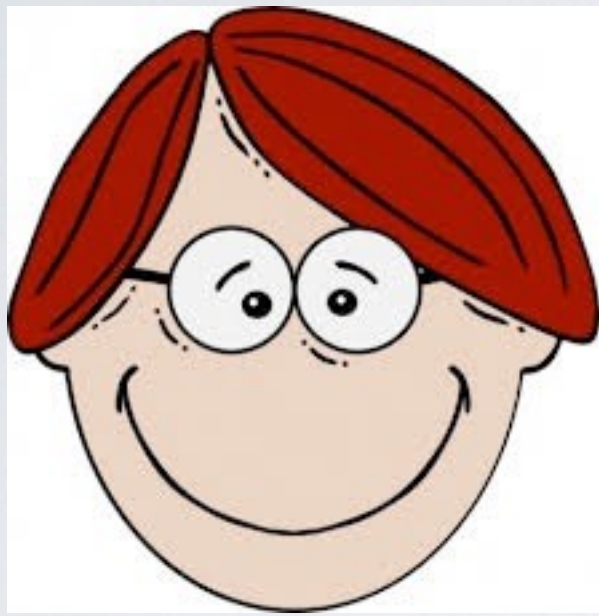


Jane



Amy

Why are these people in different groups?



Peter



Bob



Jane

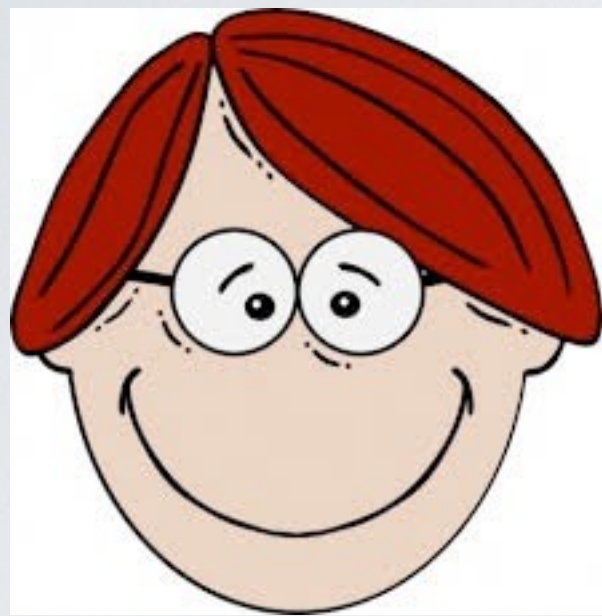


Amy

boys and men
'he'

girls and women
'she'

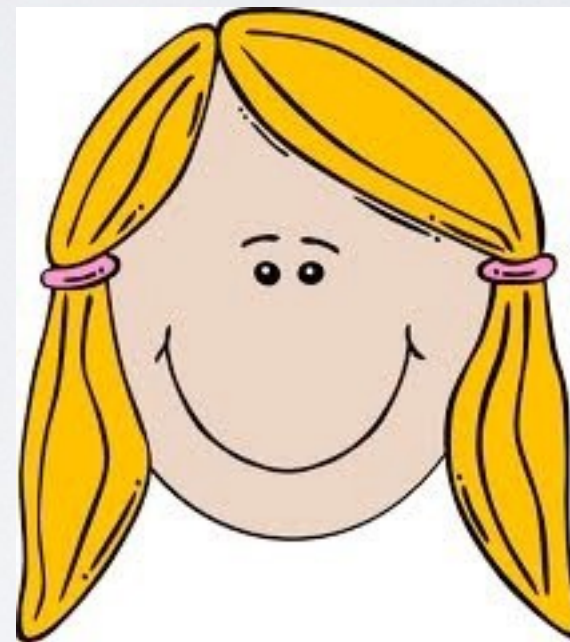
Can you guess what British food they would like?



Peter



Bob



Jane



Amy

He'd like...

She'd like...

Q: What would **Peter** like?

A: **He**'d like...



Team game!

Q: What would **Peter** like?

A: **He**'d like...



Team game!

Q: What would **Amy** like?

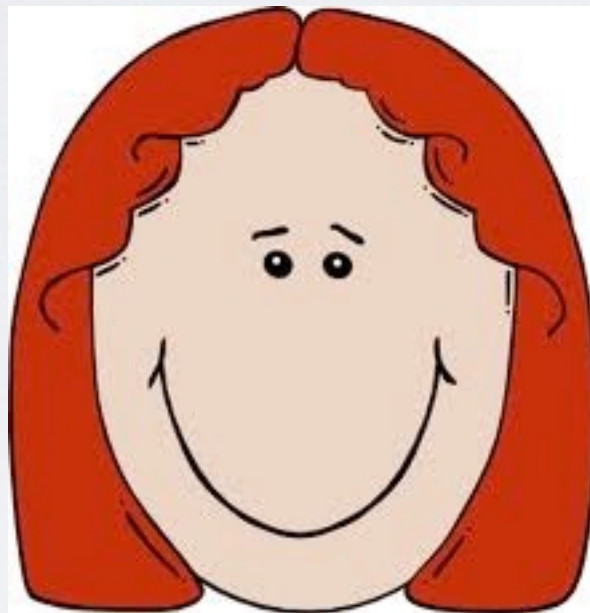
A: **She**'d like...



Team game!

Q: What would **Amy** like?

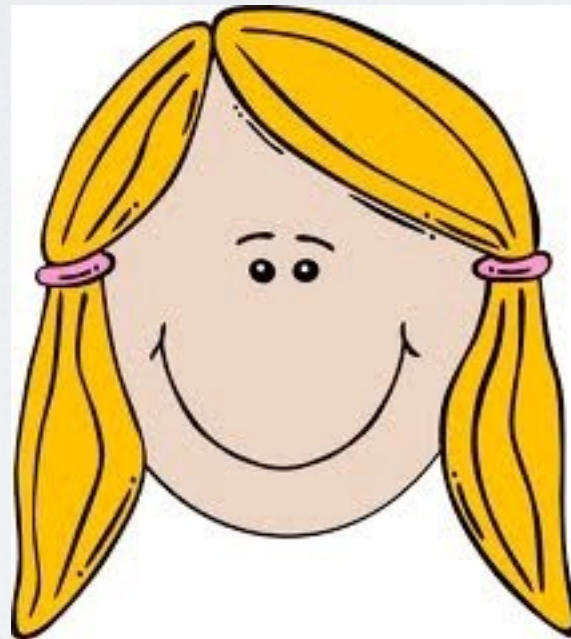
A: **She**'d like...



Team game!

Q: What would **Jane** like?

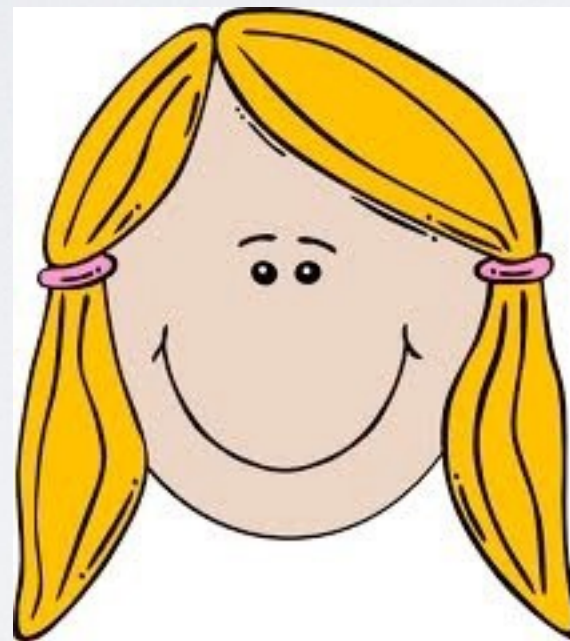
A: **She**'d like...



Team game!

Q: What would **Jane** like?

A: **She**'d like...



Team game!

Q: What would **Bob** like?

A: **He**'d like...



Team game!

Q: What would **Bob** like?

A: **He**'d like...



Team game!

Is it right?

Q: What would **Bob** like?

A: **She**'d like a shepherd's pie.

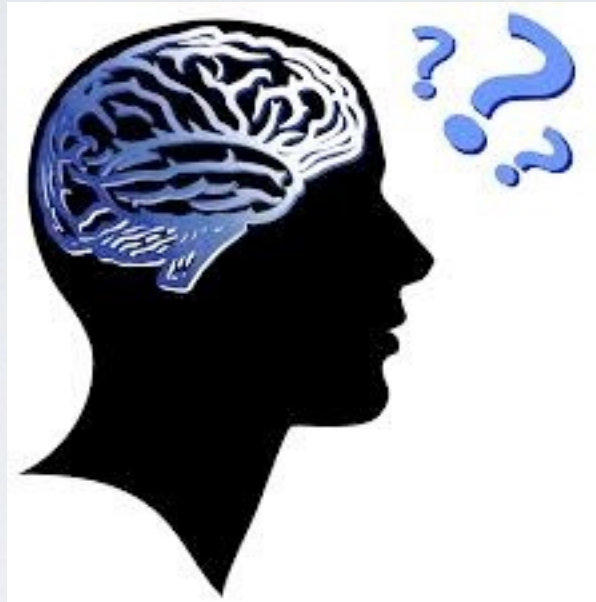


Is it right?

Q: What would **Amy** like?

A: **She**'d like cheese and crackers.





Memory game

1. I'd like a scone.
2. He'd like a scone. I'd like a balti.
3. He'd like a scone. She'd like a balti. I'd like a full English breakfast.
4. He'd like a scone. She'd like a balti. She'd like a full English breakfast. I'd like...

Note for teachers:

Notice how the pictures were recycled many times using different types of memory games, repeating activities and guessing games.

This could easily be done with flashcards. The students have been given many opportunities to internalize (memorize) the language.

Mingle activity

1. Write one of the foods on a piece of paper.
2. Let me collect the papers and mix them.
3. Take a new piece of paper.



a scone



a shepherd's pie



fish 'n' chips



a balti



cheese and crackers



a full English breakfast

Mingle activity



4. Stand up with a pencil and a notepad.
5. Walk around the room asking what people would like.
6. Write their name on your notepad and the food they would like.

What's the SLO? - If this was a higher-level lesson?

www.eslfast.com

Homework Task starting Week 4

Student Micro-teaching

Micro-teaching / Practice schedule:

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