



Teaching English Grammar

Today's class

- Review of microteaching
- Your intermediate grammar materials
- Example mini lesson
- Homework

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Homework Task starting Week 5
Student Micro-teaching

TIPS!!!!

Me gustan las galletas **pero** no me gusta la crema.

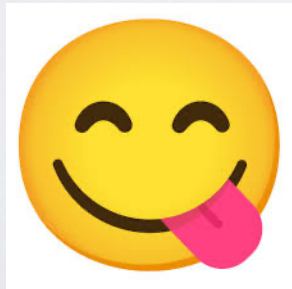
Me gustan las galletas **y** la crema.

**** Just showing a sentence is not enough.**

Homework Task starting Week 5
Student Micro-teaching



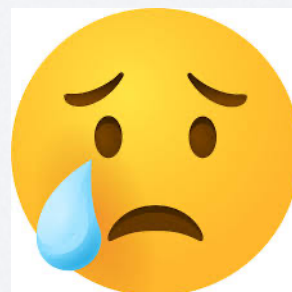
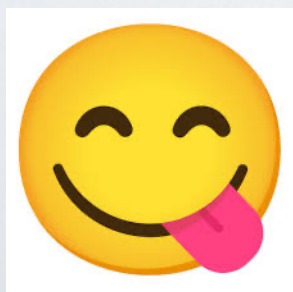
Me gustan las galletas **y** la crema.



Homework Task starting Week 5
Student Micro-teaching



Me gustan las galletas **pero** no me gusta la crema.



Homework Task starting Week 5
Student Micro-teaching

La película era popular, **aunque** no la mejor

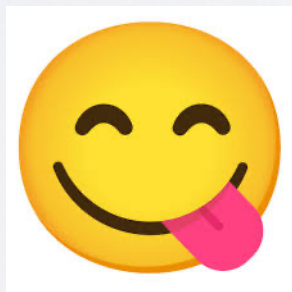
Don't suddenly introduce new forms without any focus on meaning.

Homework Task starting Week 5
Student Micro-teaching

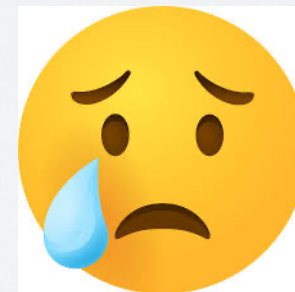
TIPS!!!!

Try to express the meaning of new language...

...with examples, mime/TPR, visuals, stories, icons/symbols, etc.



I like....



I don't like....

Homework Task starting Week 5 Student Micro-teaching

What do you do every day?

- Wake up/ get up at _____
- Have breakfast (with)
- Brush my teeth
- Take a shower
- Get dressed
- Go to school
- Study English
- Have lunch
- Do my homework
- Watch TV
- Read a book
- Go to bed

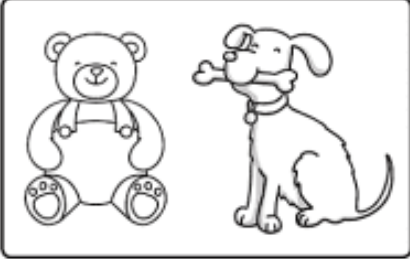
*** Use actions for teaching meaning and checking**

Homework Task starting Week 5

Student Micro-teaching

1. Show the task

Listen and Colour Three Key Words

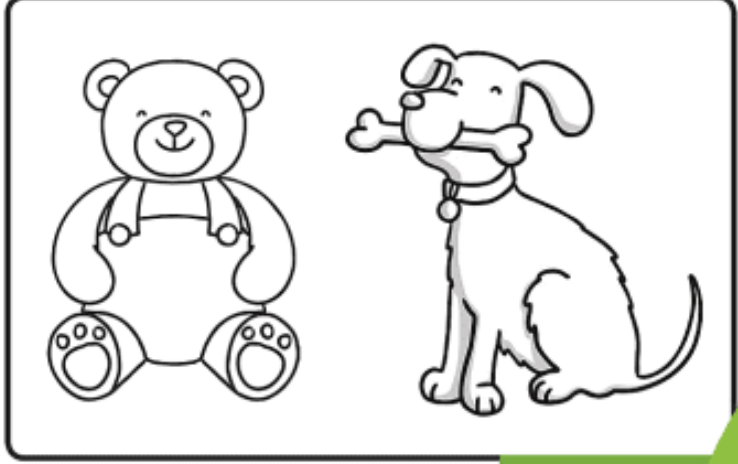


Instructions

1. Colour Teddy's nose red.
2. Colour the dog's ears brown.
3. Colour the dog's legs yellow.
4. Colour Teddy's legs blue.
5. Colour Teddy's ears green.
6. Colour Teddy's face blue.
7. Colour the dog's face orange.
8. Colour the dog's body brown.
9. Colour Teddy's body red.
10. Finish your pictures with any colours you choose!

twinkl

Listen and Colour Three Key Words

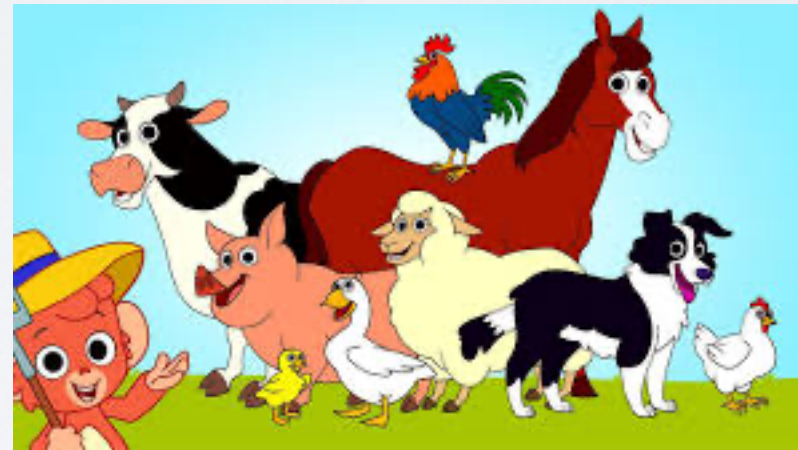


Instructions

1. Colour Teddy's nose red.

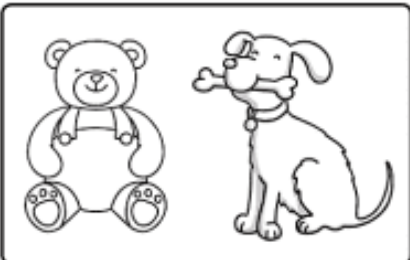
ink saving Eco

2. Play the video



3. Do the task

Listen and Colour Three Key Words



Instructions

1. Colour Teddy's nose red.
2. Colour the dog's ears brown.
3. Colour the dog's legs yellow.
4. Colour Teddy's legs blue.
5. Colour Teddy's ears green.
6. Colour Teddy's face blue.

Listen and Colour Three Key Words



Homework Task starting Week 5
Student Micro-teaching

Teacher should ask a question and answer it to model the answer for Ss.

Will teachers be replaced by AI?

T model: I think teachers will be replaced by AI because AI is very smart. Although, maybe teachers won't be replaced by AI because learning is social.

How about you?

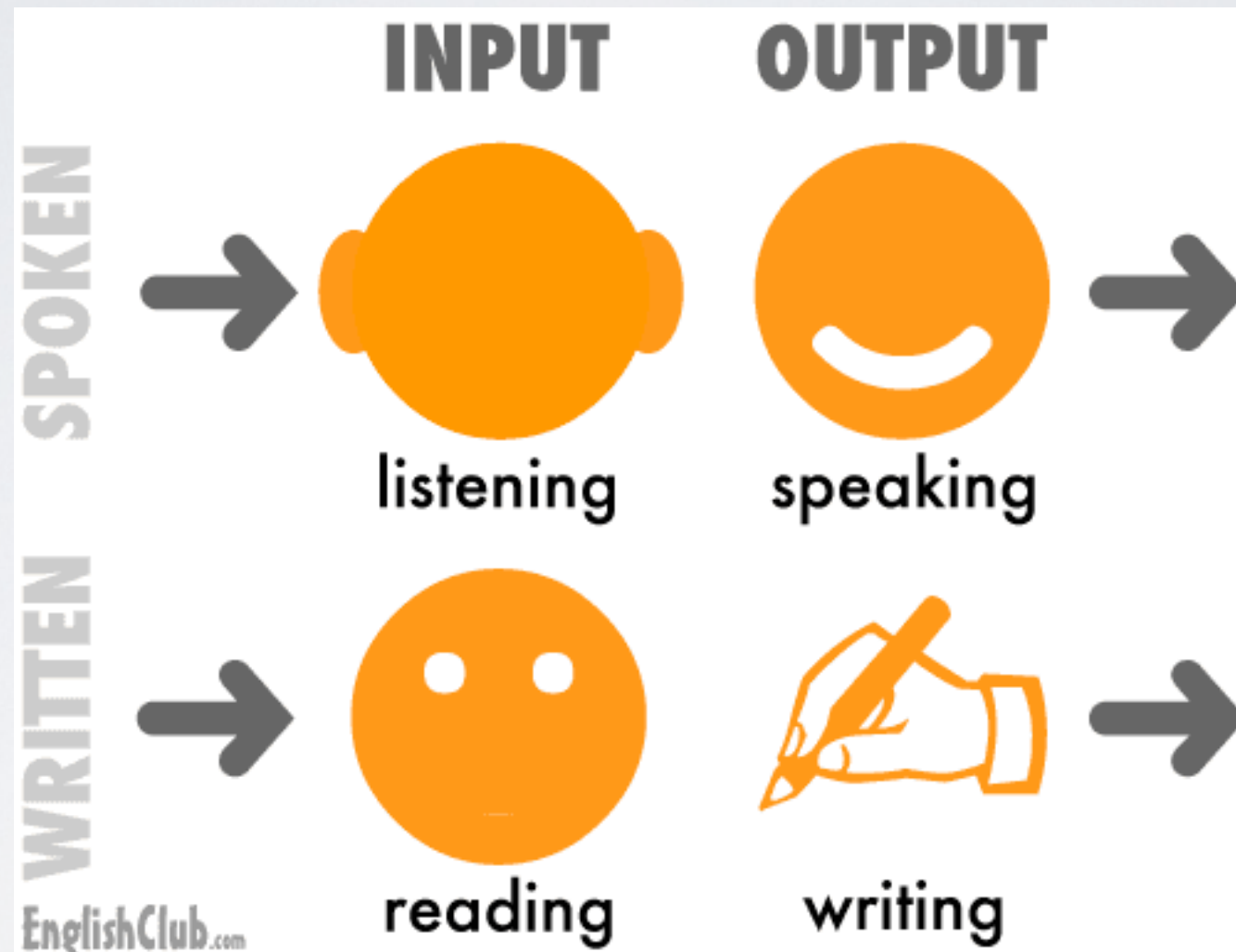
(Ss talk)

Next question:

Will schools be replaced by online learning?

Homework Task starting Week 5
Student Micro-teaching

Generally introduce/practice language in
this sequence.



Homework Task starting Week 5 Student Micro-teaching

“Do you understand?”

This is not a good question. Why?

Checking questions with grammar

Examples:

He went to the shop on Monday.

“Is he at the shop now?”

“Did he go in the past or the future?”

3:04 / 16:00 • Examples >

Checking questions with grammar (TESOL)

Edward TESOL
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Analytics Edit video

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Homework Task starting Week 5
Student Micro-teaching

Checking questions with vocabulary.

“Impressive”

Is that a boring thing or amazing thing?

Is my chair impressive?

Is 63 building impressive?

Tell me something impressive.

Homework Task starting Week 5
Student Micro-teaching

Drink - drinking
Take^e - taking

**There's something different about the way
these two words are formed in
progressive tense. What is it?**

Homework Task starting Week 5
Student Micro-teaching

Drink - drinking
Take^e - taking

Is this a good way to teach?

Verbs Ending In ^e

If a verb ends in a single ^e,
drop the ^e and add ^{-ing}.

make → making

www.Games4esl.com

Homework Task starting Week 5
Student Micro-teaching

Drink - drinking
Take - taking

Take



Homework Task starting Week 5
Student Micro-teaching

Drink - drinking
Take - taking



Homework Task starting Week 5

Student Micro-teaching

NAME _____

DATE _____

Food - Likes and Dislikes

SENTENCE JUMBLE



Put the words in the correct order to make a sentence.



(like / I / tomato / soup / .)

I like tomato soup.



(some / want / I / chocolate / .)



(don't / I / hamburgers / like / .)



(love / I / sandwiches / .)



(like / I / hotdogs / .)



(my / Apples / are / favorite / fruit / .)



(hate / cheese / I / really / !)



(like / I / bread / white / .)

Unscramble is good for checking after learning examples + language input

*****Provide the first answer when you design a game, exercise, or task.**

Homework Task starting Week 5 Student Micro-teaching

LET'S SORT IT OUT! PRACTICE WORKSHEETS FOR EVERY SUBJECT!

Categorizing is good.



a

an

***This is for checking, not teaching

Meaning

Grammar

ARTICLE ZOO

a

A is used before words that begin with a consonant.



a monkey



a bear



a donkey



a snake

an

An is used before words that begin with a vowel.



an Eagle



an Iguana



an ostrich



an elephant

Homework Task starting Week 5

Student Micro-teaching

This, That, These, Those

Observe the pictures carefully and fill in the blanks with the correct option. (this is, that is, these are, those are)

1. **This is** Snoopy's kennel.



2. _____ the shoes I will wear today.



3. _____ some cherries.



4. _____ the ball Rohit had gifted me.



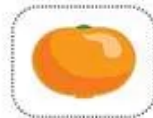
5. _____ my children swimming inside the pool.



6. _____ my new dress.



7. _____ an orange.



8. _____ the prettiest flowers among all.



9. _____ my clothes, for tomorrow.



10. _____ the tallest animal among all.



Fill in the blanks is ok when used strategically to check a specific aspect of form (grammar), usually in the middle or end of a lesson.

(The lesson start should focus on meaning and examples, not checking)

Homework Task starting Week 5
Student Micro-teaching

Don't try to teach too many different forms in one go, especially for beginners.

For advanced this is less important.

	PAST	TODAY	FUTURE
	←		→
I..	WAS	AM	WILL BE
HE... SHE...	WAS	IS	WILL BE
YOU... THEY..	WERE	ARE	WILL BE
?	DID	DO	WILL

Homework Task starting Week 5
Student Micro-teaching

Show!!!!

Don't explain (below = explain).

PRESENT SIMPLE

TO BE

VERBS

+

S + am/is/are + predicate...

S + verb + object...

-

S + am/is/are + not + predicate...

S + don't/doesn't + verb + object...

?

Am/Is/ Are + S + predicate?

Do/ Does + S + verb + object?

Homework Task starting Week 5
Student Micro-teaching

In movies....



Show, Don't Tell Definition

“Show, don't tell” is a creative writing technique that reminds writers to **immerse the reader in the story** rather than simply telling readers what's happening.



Homework Task starting Week 5
Student Micro-teaching

- examples, discuss, examples, game...
- TPR, song, game
- guessing, miming, matching, drawing
- group activities
- competition
- standing up activity, mingle
- celebrities, movie characters, sports players
- contextualize, personalize, localize

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 part of a lesson focusing on a grammar point. This is not assessed, the purpose is for practice and feedback.

- Approximately 8-10 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



Reading Homework Task:

Look carefully at the “principles for teaching grammar to intermediate students” starting on page 85.

Find an activity or teaching material that you can relate to these principles. This can be one of the task types of pages 91, or it could be any other relevant task type.

1. Information gaps
2. Problem-solving
3. Grammar dictation/Dictogloss
4. Surveys
5. Role-plays
6. Conscious-raising
7. Grammar charts

Materials can be created by you, or you can find the materials online. Here are some useful sites:

<https://en.islcollective.com/>
(free log in needed to download)

<https://busyteacher.org/>

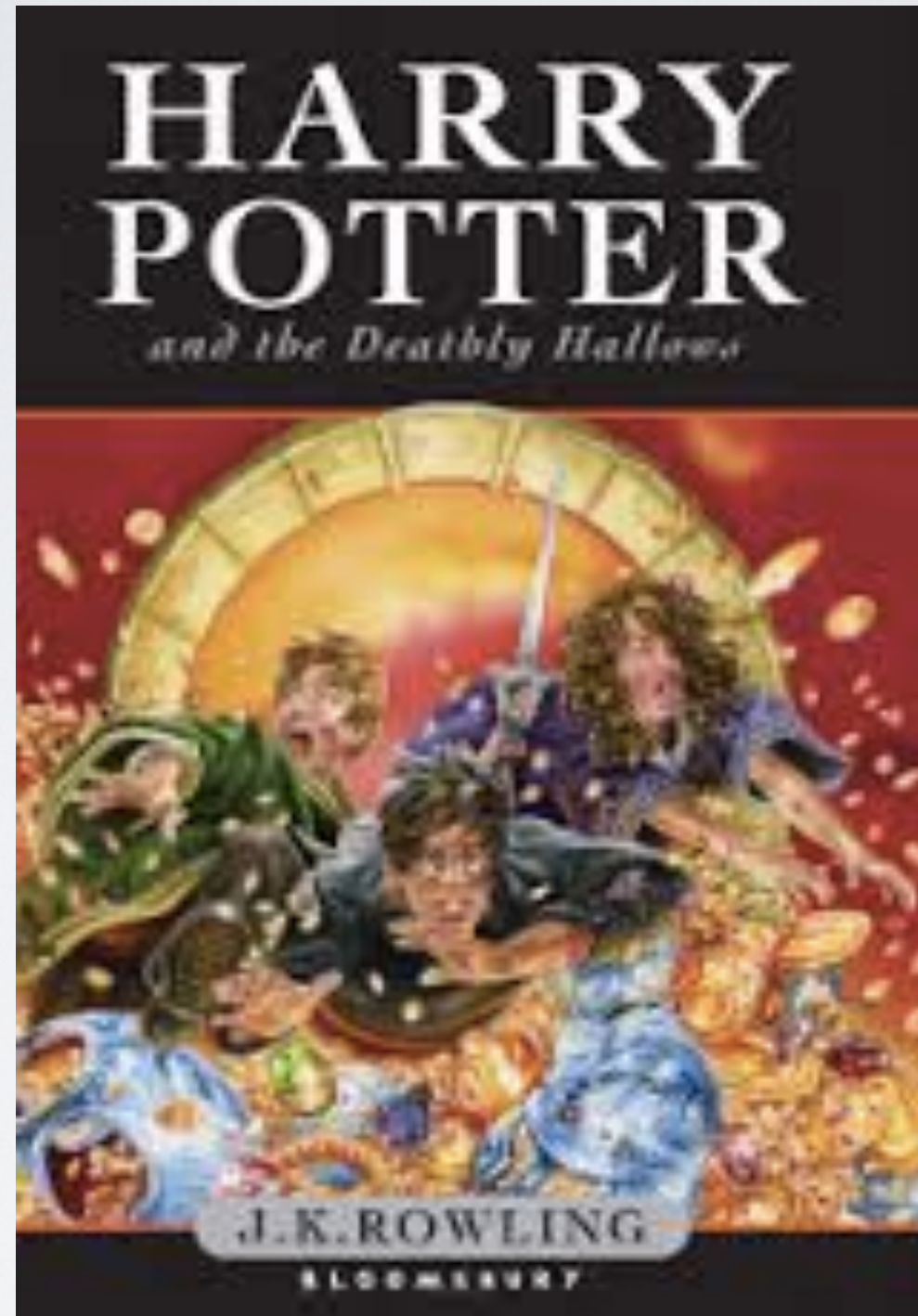
Remember: You must explicitly relate your task or material to the principles on page 85.

In Week 6 you will share and explain your ideas.



Intermediate Grammar Activity

GUESSING GAME!!



This book was written by J.K.Rowling.

GUESSING GAME!!



This song was written by Psy.

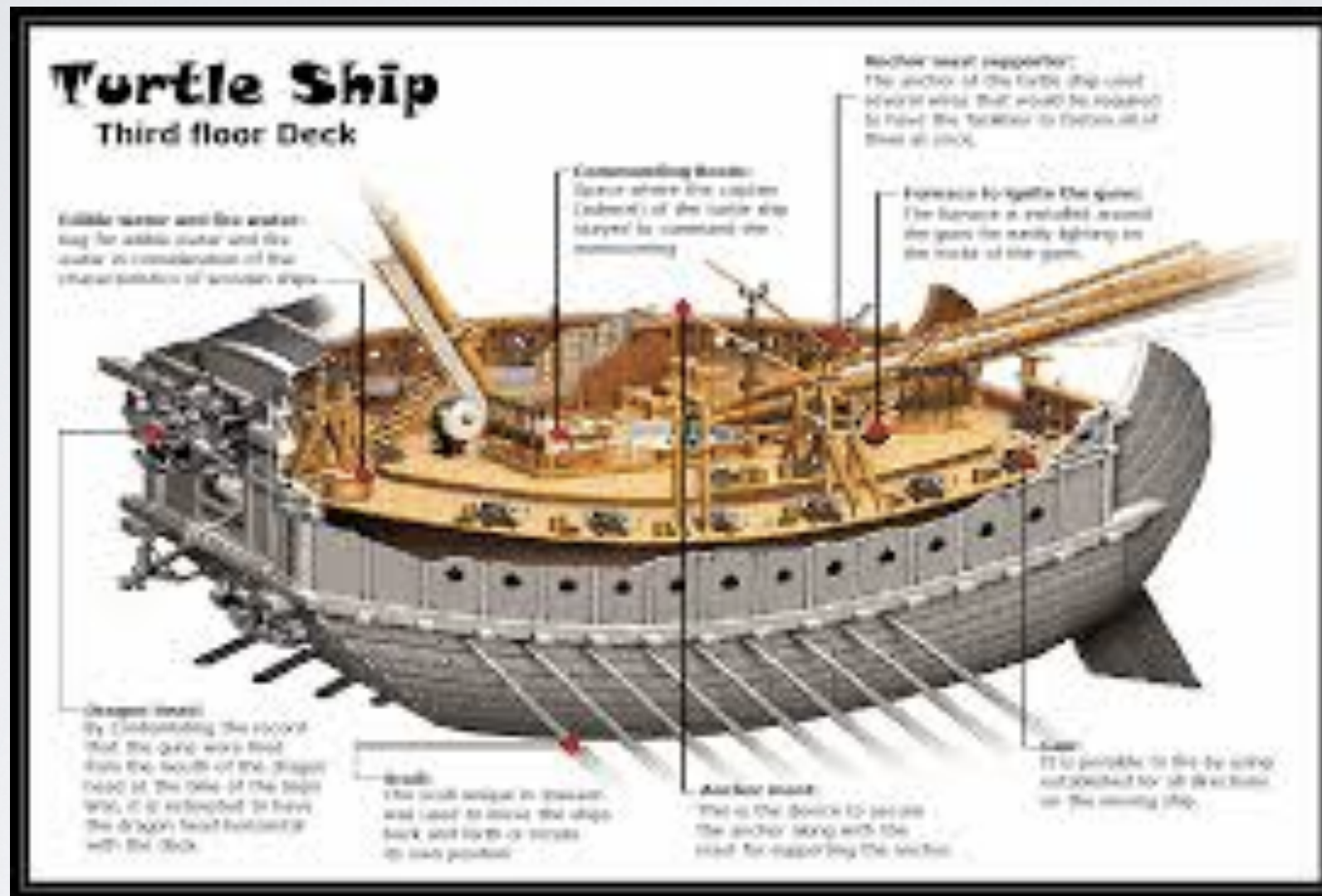
GUESSING GAME!!

The Korean Alphabet

Vowels Consonants		ㅏ	ㅑ	ㅓ	ㅕ	ㅗ	ㅛ	ㅜ	ㅠ	ㅡ	ㅣ
		[a]	[ya]	[o]	[yo]	[u]	[yu]	[eu]	[yeu]	[ü]	[i]
ㄱ	[k, g]	가	갸	거	겨	고	교	구	규	그	기
ㄴ	[n]	나	냐	너	녀	노	뇨	누	뉴	느	니
ㄷ	[d, t]	다	댜	더	더	도	도	두	두	드	디
ㄹ	[r, l]	라	랴	러	려	로	료	루	류	르	리
ㅁ	[m]	마	먀	머	며	모	묘	무	뮤	므	미
ㅂ	[p, b]	바	뵤	버	벼	보	뵤	부	뷰	브	비
ㅅ	[s, sh]	사	샤	서	셔	소	쇼	수	슈	스	시
ㅇ	(silent)	아	야	어	여	오	오	우	유	으	이
ㅈ	[ch, j]	차	챤	저	져	조	죠	주	쥬	즈	지
ㅊ	[ch]	차	차	쳐	쳐	초	초	추	츄	츠	치
ㅋ	[k]	카	카	커	켜	코	코	쿠	큐	크	키
ㆁ	[ŋ]	타	타	터	터	토	토	투	투	트	티
ㅍ	[p]	파	파	퍼	퍼	포	포	푸	푸	프	피
ㅎ	[h]	하	햐	허	혀	호	호	후	휴	흐	히

This writing system was invented by King Sejong.

GUESSING GAME!!



This Korean ship was built in 1590.

GUESSING GAME!!



This character is played by Rowan Atkinson.

GUESSING GAME!!



This story was written by Mary Shelley.

Quiz

1. Who was The Hobbit written by?

- J.R.R.Tolkien

2. Who was the original Star Wars directed by?

- George Lucas

3. Who was The Terminator played by in the movie?

- Arnold Schwarzenegger

4. Who was “Smells Like Teen Spirit” sung by?

- Nirvana

5. In which country was the hamburger invented?

- Germany

6. When was the MP3 file invented?

- 1989

Your turn!

**Create 5 questions to quiz your partner.
You can use your smartphone to research!**

1. Who was ...(book)... written by?
2. Who was ...(movie)... directed by?
3. Who was ...(character)... played by in the movie...?
4. Who was ...(song)... composed by?
5. Who was ...(song)... sung by?
6. Who was ...(painting)... painted by?
7. Where is ... grown/cultivated/harvested?
8. Where is ... made?
9. Who was ... discovered by?
10. When was ... invented / created / written / made?



Extra grammar tip:

If you can add “by zombies” to the end of a sentence then it is probably passive tense.

Active or Passive Voice Quiz (form-focus)

*** checking

1. Harry ate six shrimp at dinner.
2. Two cakes have been bought today.
3. Sue changed the flat tire.
4. The race was finished in record time.
5. The house will be cleaned every Saturday.
6. The application for a new job has been faxed.
7. The teacher always answers the students' questions.
8. The whole town was destroyed.

Checking questions

Checking questions can be used with:

- **Instructions (instruction checking questions - ICQs)**
- **Vocabulary (concept checking questions - CCQs)**
- **Listening & reading comprehension (comprehension checking questions - CCQs)**
- **Grammar (GCQs?)**

Checking questions with grammar

Examples:

He went to the shop on Monday.

“Is he at the shop now?”

“Did he go in the past or the future?”

Checking questions with grammar

Examples:

He's too small to press the button.

“Is he tall?”

“What does he want to do?”

“Can he press the button? Why not?”

Checking questions with grammar

Examples:

If it rains, she will take an umbrella.

“Do we know 100% what the weather will be?”

“Does she need the umbrella in sunny weather?”

“If she takes the umbrella, how is the weather?”

Checking questions with grammar

Examples:

When he was 24, he had never been to China.
He has now lived in China for 6 years.

“Did he go to China before he was 24?”

“Is he living in China now?”

“How can we change this sentence with ‘since’?”

Checking questions with grammar

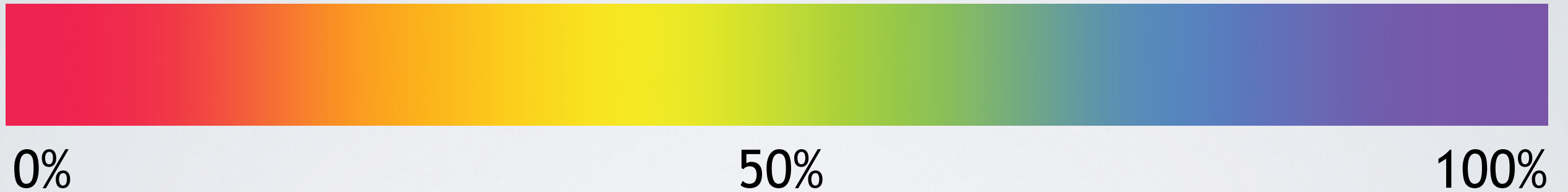
More ideas for checking grammar

	Simple	Progressive/Continuous	Perfect	Perfect Progressive
Present	<p>Simple Present</p> <p>Routine Facts always, often, usually, sometimes, occasionally, rarely, never, each, every... (adv+verb)</p> <p><i>She rarely goes down those stairs.</i></p> <p>Do, does *He, she, it + s, es (s, sh, ch, x, o)</p>	<p>Present Progressive</p> <p>Ongoing present action (right) now, at the moment,...</p> <p><i>They are going down the stairs right now.</i></p> <p>Be: am, are, is.....ing.</p>	<p>Present Perfect</p> <p>Not finished Not specific or unknown time</p> <p>for (+ #), since (+ point in time), (n)ever (qu. +neg.), yet, still, recently, lately always, all day, all my life...</p> <p><i>Have you ever fallen down the stairs? I've never fallen down the stairs.</i></p> <p>Have, has + p.p.</p>	<p>Present Perfect Progressive</p> <p>Emphasis on duration</p> <p><i>We've been going down stairs forever!</i></p> <p>Have, has + beening</p>
	Past	<p>Simple Past</p> <p>Finished action Specific time</p> <p>yesterday, last ..., ago...</p> <p><i>She went down those stairs two minutes ago.</i></p> <p>Reg. Verbs: ed Irreg. Verbs: list</p> <p>Did</p>	<p>Past Progressive</p> <p>Ongoing past action</p> <p>when, while</p> <p><i>He was going down the stairs when he fell. He was going down the stairs while she was watching.</i></p> <p>Be: was, were.....ing.</p>	<p>Past Perfect</p> <p>2 finished actions</p> <p><i>I had already gone down the stairs when the elevator arrived.</i></p> <p>Had+ p.p.</p>
Future		<p>Simple Future</p> <p>Willingness, Plans Predictions</p> <p>tomorrow, next, In</p> <p><i>I will help you down the stairs in a few minutes. She will surely fall down the stairs next time. She is going to go down the stairs tomorrow.</i></p> <p>Will; be going to + verb</p>	<p>Future Progressive</p> <p>Ongoing future action</p> <p><i>He will be going down the stairs when... He is going to be going down the stairs...</i></p> <p>Will be; be going to be...ing</p>	<p>Future Perfect</p> <p>2 future actions</p> <p><i>She will have gone down the stairs by the time the elevator arrives.</i></p> <p>Will; be going to have + p.p.</p>

Time lines to establish tenses and changes over time.

Checking questions with grammar

More ideas for checking grammar



Truth lines to establish probability e.g. must be / could be / might be / can't be.

Reality lines to establish degree of reality or imagination e.g. conditional sentences

Clines to show grades or scales e.g. yellow-amber-orange (colors), frequency adverbs

Checking questions with grammar

More ideas for checking grammar



Discrimination to check function and register

e.g. "Do I say 'hey!' to my boss?"

Checking questions with grammar

More ideas for checking grammar

Negative checking questions



“Do you drink a burger?”

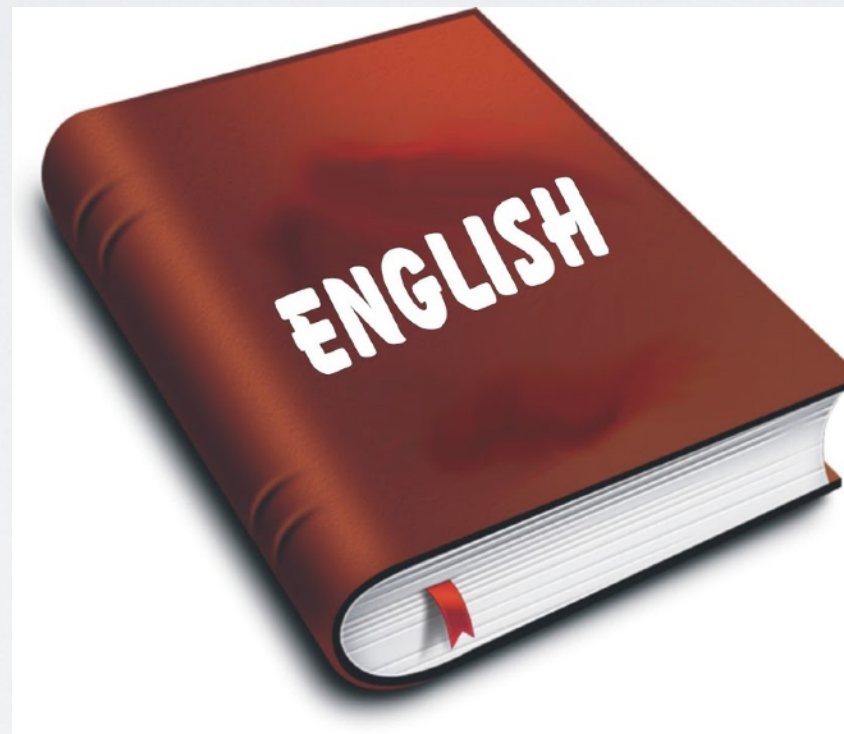


“She is happy.
Is it right?”

Checking questions with grammar

More ideas for checking grammar

Translation (where appropriate and possible).



Edward's book.

Edward의 book.

GCQs = grammar checking questions

Task:

Go to this page:

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



Choose one grammar point for your group.

Think of some sentences with your grammar point and some checking questions that check the meaning or form of the grammar.

Homework Task Student Micro-teaching

Teachers for intermediate level - prepare a short lesson for micro-teaching.

The lesson should have several steps including warm up, set the context, examples and language practice, and student centered grammar activities.

Prepare the necessary materials for doing the activities with the class.

Aim to teach for around 10 minutes (time is flexible).

Any age, but should be generally beginner level language.

Micro-teaching feedback form	Needs improvement	Good	Very good
• Teach inductively - do not start with an explicit grammar explanation			
• Focus on meaning at the beginning - let Ss hear the language with a focus on meaning, do not start the micro-teaching with an explicit focus on form			
• Context of use - help to make the context of use clear			
• Model the language - teacher should model the language with examples in context before students practice (input before output)			
• Attractive materials - colorful and well-designed materials as necessary			
• Multi-modal learning if possible - use actions, mime, pictures, words, group work, etc.			
• Use of checking questions with grammar (to check understanding) and instructions			
• Confidence, pace, classroom language			
• Rule of use - give opportunities for learners to practice			
• Rule of economy - minimize TTT, maximize STT			
• Rule of relevance - language and activities/materials should be relevant			
• Rule of nurture (noticing)			
• Rule of appropriacy - choose the appropriate combination of these factors for your lesson and students			