



# Teaching English Grammar

## Today's class

- Review of microteaching tips
- Advanced reading task
- Example lesson(s)
- Microteaching for next week

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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 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

# NEW TIPS!!!!

Try to **not** explain, explain, explain.

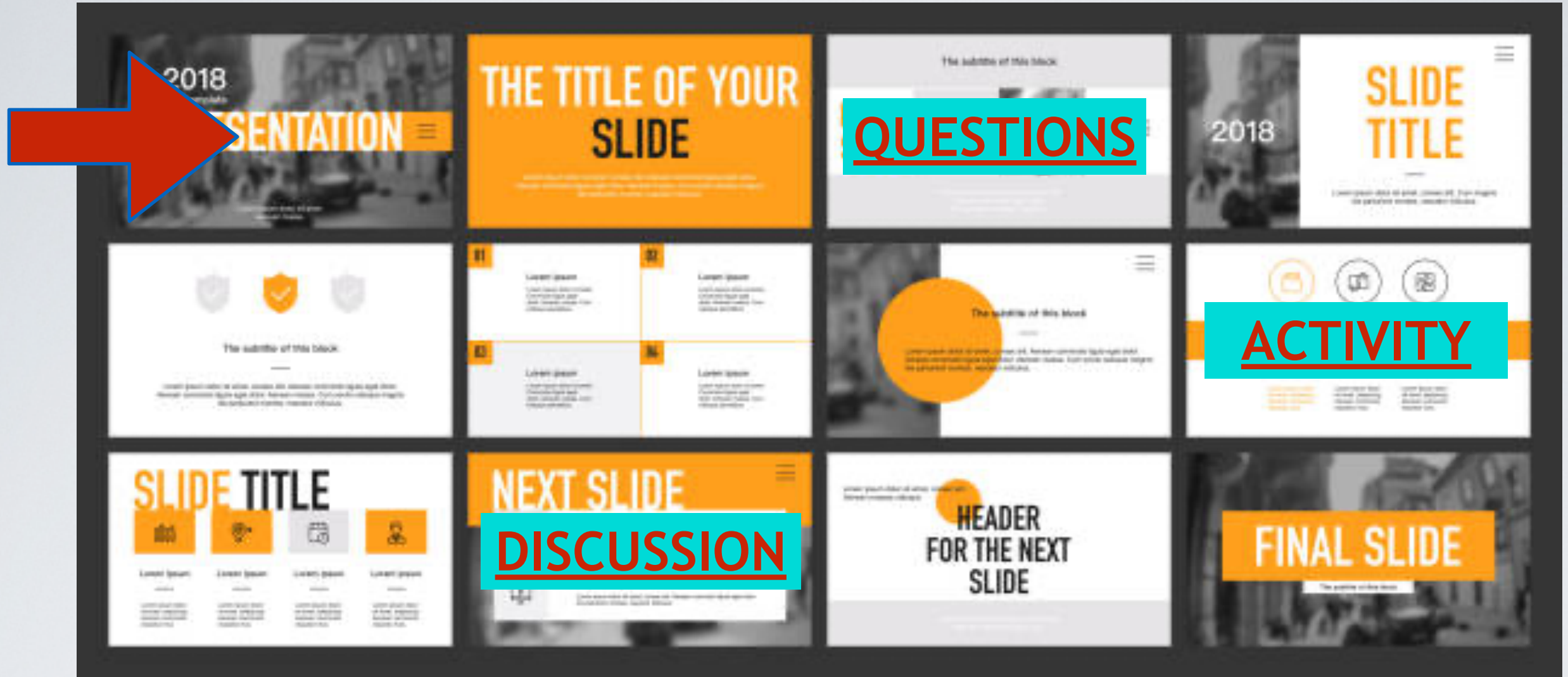
**Instead: show and ask**

**EXAMPLE, QUESTION, EXAMPLE, QUESTION....**

**And:**

**Show something wrong and have students correct it.**





## Tip:

Check that there are questions, a discussion, pair activity or brainstorm every approx. 4-8 slides in your presentation.

# Here's a good sequence for practice.



## 1. Teacher gives examples

## 2. Use some fake/ real examples in the middle for extended practice



## 3. Students share their real life examples



## Use “sentence frames” for practice

Examples:

I have a good time, whenever I \_\_\_\_\_.

I'll help you if you \_\_\_\_\_.

I have never \_\_\_\_\_.

# TIPS!!!!

- Lots of student talking (advanced)
- Lots of personalization (advanced)
- examples, discuss, examples, game...
- guessing, miming, matching, drawing
- group activities
- celebrities, movie characters, sports players
- contextualize, personalize, localize



# 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:

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><b>Simple Present</b></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><b>Present Progressive</b></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><b>Present Perfect</b></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><b>Present Perfect Progressive</b></p> <p>Emphasis on duration</p> <p><i>We've been going down stairs forever!</i></p> <p>Have, has + been ....ing</p>
	Past	<p><b>Simple Past</b></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><b>Past Progressive</b></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><b>Past Perfect</b></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><b>Simple Future</b></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><b>Future Progressive</b></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><b>Future Perfect</b></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



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?”

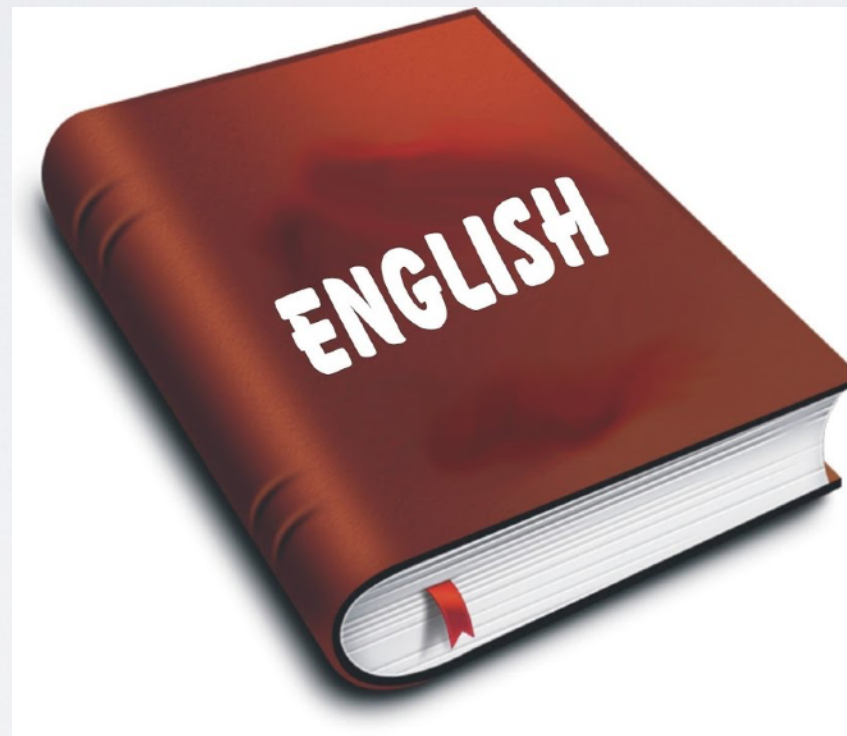


“She is happy.  
Is it right?”

# Checking questions with grammar

## More ideas for checking grammar

Translation (where appropriate and possible).



Edward's book.

Edward의 book.



## Tips for teaching Advanced learners

Refer to advanced English textbooks and the “busyteacher” and “islcollective” websites.

Consider using authentic materials. Written texts can easily be found online, for example brochures, maps, articles, reviews, etc. Authentic listening texts can easily be found on YouTube (but do not search for deductive grammar explanations!)

Consider the types of grammar features that are found in each type of authentic text and help learners to notice, understand, and practice these features.

Grammar teaching for advanced learners often goes beyond the sentence to look at discourse.

## Week 8 Reading

Choose one of the tasks below. Be prepared to share in week 8.

1. Help learners to identify the relationship between grammar and discourse.

Find an example of discourse that has interesting grammar features that go beyond a sentence.

2. Encourage learners to explore differences between spoken and written English.

Find an example of a difference between spoken and written English that is not mentioned in this reading.

3. Give learners systemic exposure to authentic language data.

Find an authentic text (a text not designed specifically for teaching language), for example a newspaper article, a blog post or a video.

Choose one of the above tasks and be prepared to share.





## Hotel Mystery

You are going to role play a guest in a hotel. There has been a murder and you need to guess who is the killer!

You and the people you are with are not the murderer. One of the other guests that you saw today is probably the murderer.

You need to share each clue with your partners and build the information you know about the other guests to decide who you think is the murderer.

1. Everybody read the introduction text to your group to set the scene.
2. Read the clues to your group one by one. Read clue 1, then read clue 2, etc.
3. Read slowly and take notes or drawings to help you put together the cause.
4. At the end you will guess which other guest in the hotel is the killer.

## Example lesson

Age: Teenagers / Adults

Level: Intermediate / Advanced

Grammar: **Used to**

Ex:

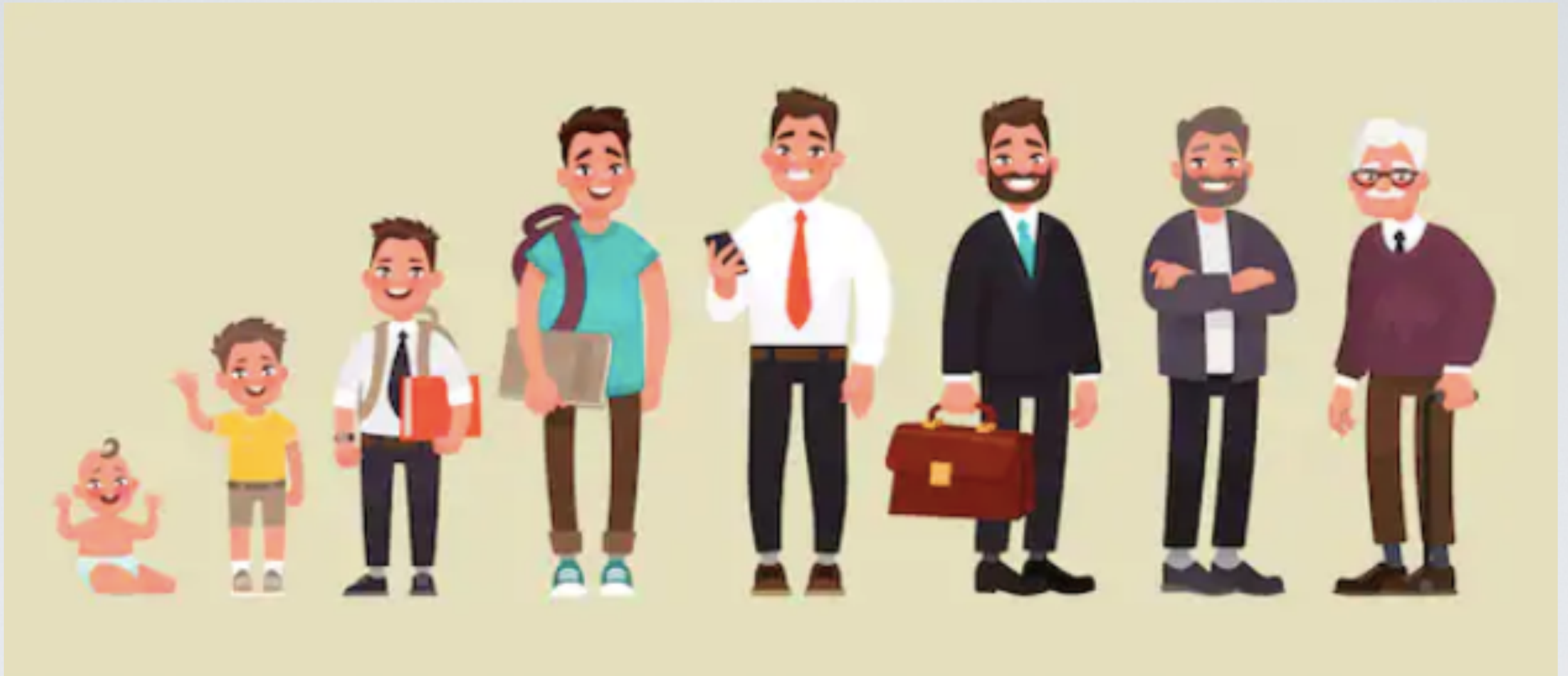
**I used to play soccer.**

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

**Koreans used to wear hanbok.**



# How have you changed?





**I used to have long hair!**

**Do I have long hair now?**





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

**Do I have very short hair now?**



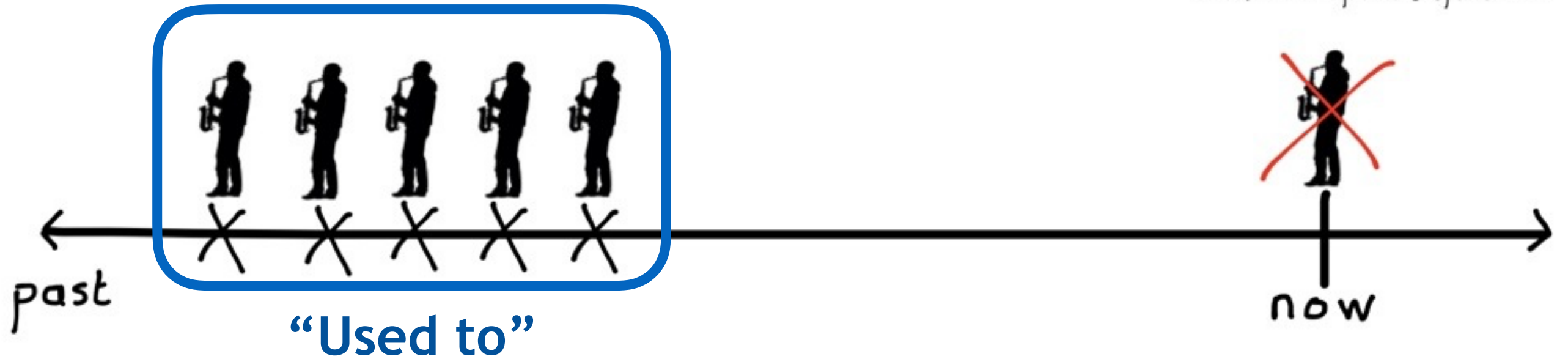


**How has your appearance changed?**

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

**How about you?**



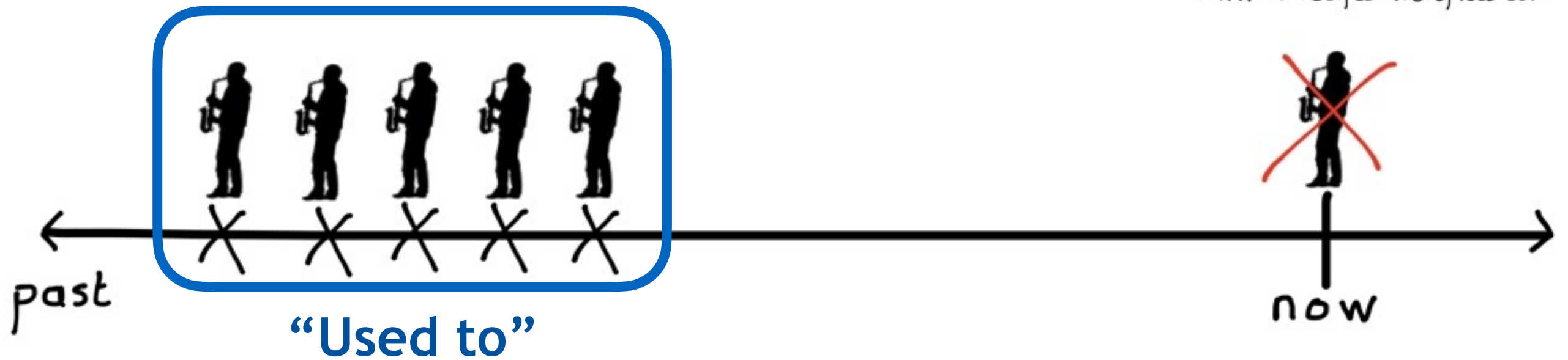


I bought this bike a long time ago.  
I rode this bike **today**.

“I used to ride this bike.”

Is it right?





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

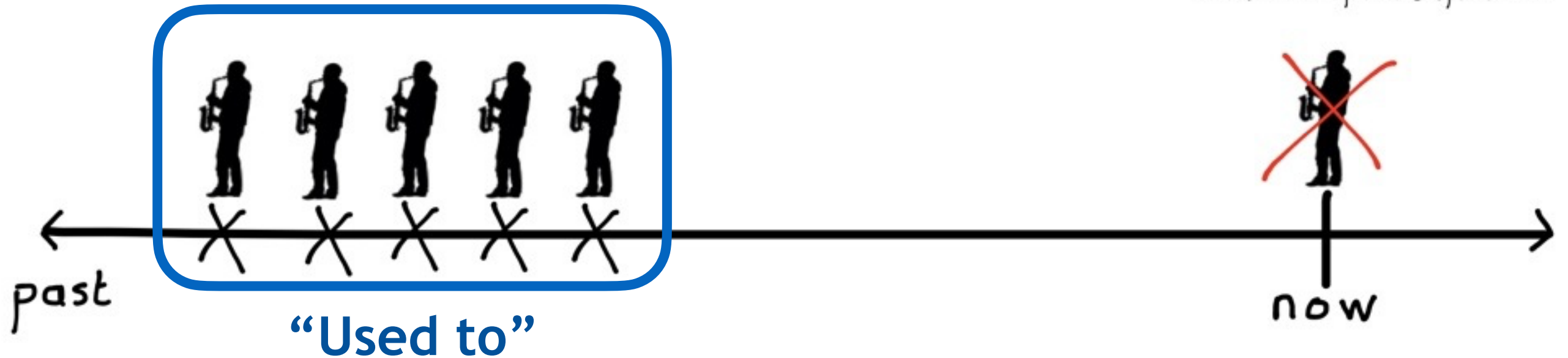
“I used to ride this bike.”



Is it right?

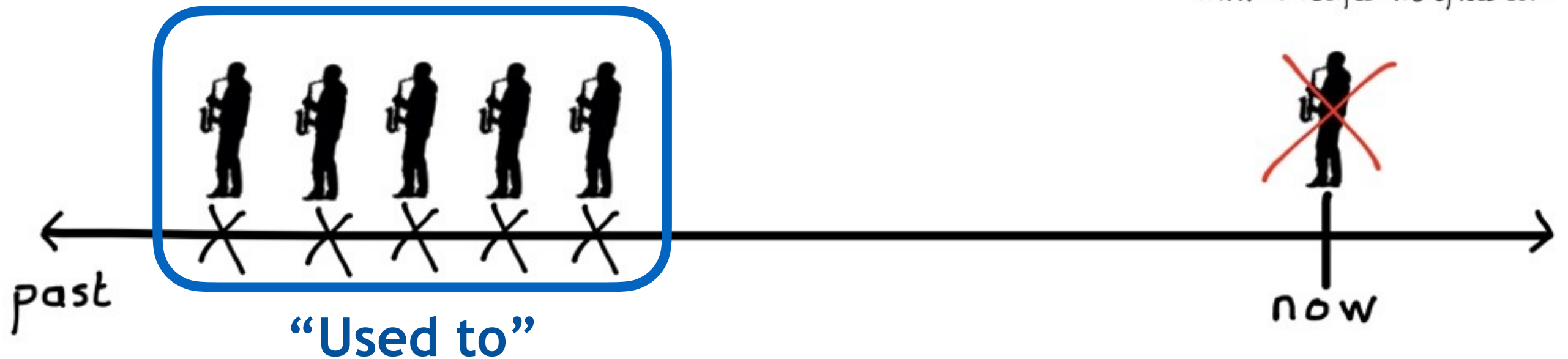
I still ride this bike now.





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

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





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.

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



**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?  
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?



**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...





**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**

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?

# Homework Task

## Student Micro-teaching

### **Micro-teaching / Practice schedule:**

- **Week 9 Advanced Learners (Micro-Teaching)**
- **Yujin, Heeyeon**