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| **Grammar Lesson Plan** |
| **Topic : used to** |

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| Instructor:  Grace Choi | Level:  Intermediate | Students:  13 students | Length:  25 Minutes |

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| **Materials:**  - Song, Daughtry’s “Used to” (let students listen)  - 2 Pictures (for eliciting the sentence)  - Substitution table, Time line  - 13 copies of the lyric paper of the song  - 13 copies of the practice worksheets  - Computer, Beam projector, White board, Board markers, Tapes |

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| **Aims:**   * Students will predict the meaning of the phrase “used to” by listening to   Daughtry’s song, “used to”.   * Students will know the form of the phrase “used to” by teacher’s explanation   and substitution table.   * Students will practice the phrase “used to” by answering concept check   questions and completing the practice worksheets.   * Students will practice speaking and listening ability by sharing thoughts   with a partner and present each other’s opinion. |

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| **Language Skills:**   * Reading: reading lyric paper and practice worksheets to answer questions * Listening: listening to the music, teacher’s instructions, explanation,   and classmates’ ideas   * Speaking: drilling, practice activities, and sharing own ideas * Writing: worksheet answers and making own dialogue |

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| **Language Systems:**   * Phonology: drilling * Function: describing own sentence related to present * Grammar : use of the phrase “used to” (“I used to…”) |

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| **Assumptions about students**:   * Students are adults. * Students already have learned the past simple in a previous class. * Students have some experiences in the past. |
| **Anticipated Problems (Errors) and Solutions:**  - Students may have difficulty in understanding the meaning.  > Teacher provides more specific explanations.  > Teacher speaks more slowly.  - Students may have a difficult time in drilling.  > Teacher gives the students more chances to practice.(speak out loud)  > Teacher gives the students many different formats to practice.  - If students have hard time to finish their activity  > Teacher gives students more time work on their activity.  > Teacher helps students get ideas.  - If students finish their tasks earlier than anticipated.  > Give students time to do their homework. |

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| **References:**   * <http://blog.naver.com/ssvsxx?Redirect=Log&logNo=50147431313> * <http://dictionary.reference.com/browse/used+to?s=t> * http://music.naver.com/lyric/index.nhn?trackId=1909908 * David Cho. Hackers. 2012. Grammar Gateway Basic. 2nd edition |

**Procedures**

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| **Lead-In** | | |
| Materials : Computer and Beam projector(play a song, “used to”),  13 copies of lyric papers of the song | | |
| Time | Set Up | **Description of activities** |
| 1 min  1 min  2min | Whole class | **<Greeting>**  Hello! Everyone. How are you today guys?  It’s already Friday, right? Let’s begin today’s class.  **<Review>**  Do you remember what we had learned previous class?  Yes, we learned about past simple.  For example, we could say “I ate breakfast.” for event that we already did in the past. Right?  **<Contextualization>**  Does anyone have an experience broke up with lover?  If so, how you felt after that happened?  (Try to elicit the feelings and thinking)  Did the memories with lover keep running through your mind?  Probably many people will be absorbed in deep thoughts  if they think about ex-lovers.  Today, we are going to listen to the song.  The singer is Daughtry, and the song is telling about man’s feeling after he broke up with his girl friend.  **<Guided Warmer Activity>**  When you listen to the song, I want you to try to guess the title of the song.  Also, I’ll give you the lyrics of the song and there are going to be some blanks. I want you to fill in the blank while listening to the song.  **CCQs :**  - What will you do when you listen to the song?  - Are you allowed to read lyrics?  (play song and let students listen.) |

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| **Presentation** | | |
| Materials : substitution table, time line, board, markers,  2 Pictures for eliciting the sentence | | |
| Time | Set Up | **Description of activities** |
| 3 min  4 min  5 min | Whole  Class  and pairs  Whole class  Whole  class | **1) Recall**  Did you enjoy the song?  Could you guess the title of the song?  (Listen to the students answers.  Hopefully someone will say “used to”. If not, tell students the title.)  As you guys all know, this song is Daughtry’s “used to”  Now, I want you to think about what the man and his girl friend did, or what things happened when they dated.  Discuss with your partner. I’ll give you just 2 minutes.  **CCQs :**  - How much time do you have?  - Are you working alone?  - What do you discuss?  (Let students discuss and monitor with walking around the class.)  **2) Reflect**  Have you all finished guys? Now, can you tell me the answers?  What did the man and his girl friend do or how did they look like while they were dating?  (Try to elicit certain “used to” sentences from the lyrics.  ‘His girl friend used to talk to him like he was the only one around.’,  ‘She used to walk with him.’….)  (Try to elicit the rule : used as an auxiliary to express habitual or  accustomed actions, or states taking place  in the past but not continuing in the present.)  Can anyone make a sentence using your own memory with ex-lover?  (Let students tell the sentence with the class.)  **3) Conclude**  **\*meaning\***  Good job guys! We have just learned the phrase “used to”.  (Write “used to” on the board.)  Let’s talk about the meaning of the topic again.  Did the they walk together in the past?  Do they going out now?  (Students answer)  They were couples in the past before and they are not dating any more by now.  The man is thinking of past memories with his ex-girl friend and wants to go back how it used to be.  It was their accustomed behaviors that took place in the past.  It’s not continuing until now.  (draw timeline on the board)  For example, I can say “I used to go to movies with him.”  It means I went to the movies with him before, but I’m not dating him now.  **CCQs :**  - Does he still woman’s boy friend now?  - Did he walk with his ex-girl friend said more than once?  - Does he think about past memories?  **\*Form\***  “used to” form is subject plus used to plus base verb clause.  (Write down the form : S + used to + base verb clause)  Ok. Try to make a sentence using these two pictures.  (Let students see the pictures and  write down the sentence : He used to play base ball.)  In this case, he is the subject, and you just write used to and  write the base form of verb play and finish the sentence.  **\*Drilling\***     |  |  |  |  | | --- | --- | --- | --- | | I  We  You  They | used to | play | base ball. | | work | in company. | | drink | coffee. | | eat | fast food. | | He  She  It | live | in city. | | have | puppies. | | make | mistakes. |   **Simple Substitution Drill**  (Show students the substitution table)  - Listen to what I say and don’t repeat.  CCQ : What do you do?  (Point to the substitution table while reading)  - Now listen and repeat after me.  CCQ : What should you do?  (Point to the substitution table while reading and let whole class repeat together)  - Now, I will choose some students to repeat.  (Point to the substitution table, erase last part of form and pick students) |

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| **Practice** | | |
| Materials : white board, markers, 13 copies of the practice worksheets | | |
| Time | Set Up | **Description of activities** |
| 2 min  2 min  2 min | Whole  Class  Indi-vidually  Whole  Class  Indi-  Vidually  Whole  Class | **Controlled Practice - part 1**  **Instruction**  Now Let’s practice the worksheet then. I’ll hand out the paper.  Look at the practice part 1 only.  Do the worksheet questions number 1 to 5.  Write down the sentence using ‘used to’.  Work alone and you have just 1 minute.  **CCQs**  How much time do you have?  What should you do?  Are you working alone?  (Pass out the worksheet and run task)  **Feedback**  Have you guys all finished?  (If yes – give extra time to work on  If no – check the answers with the class)  **Controlled Practice - part 2**  **Instruction**  Do the worksheet questions number 1 to 5 in practice part 2.  First, look at the pictures and write the sentence using the phrases next to the blanks.  This time you also work alone and I will give you just 1 minute.  **CCQs**  How many minute do you have?  What do you do?  Do you work with others?  (Run the task)  **Feedback**  Do you need more time to write the answer?  (If yes – give extra time to work on  If no – check the answers with the class)  **Less-Controlled Practice**  **instruction**  Now, turn your paper over. Draw yourself 10 years ago and today.  Think about how you used to be in the past. Then, I want you to make 3 sentences from the picture.  **Demonstration**  For example, I had longer hair 10 years ago. So I can draw that look and make a sentence “I used to be short but I now I’m tall.”  (Draw a picture on the board)  **CCQs**  - What should you do?  - How many sentences will you make? |

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| **Production** | | |
| Materials : | | |
| Time | Set Up | **Description of activities** |
| 3 min | Whole Class  Pair  Whole Class | **Instruction**  Now, I’ll give a situation. Think about the time some problems you over came in the past and share it your partner.  Use ‘used to’ form when you say your sentence.  You have 2 minutes.  **Demonstration**  For example, I can say “I used to speak softly, but now I can speak out loud.”  **CCQs**  -What will you do?  -Are you working alone?  -What are you going to share with your partner?  -How much time do you have?  (Monitor discreetly)  Let’s share each group’s ideas. Natalie, what problem your partner over came?  (go through some groups)  **Wrap-up**  Did you enjoy today class?  I hope you had fun. Have a nice weekend guys! Bye! |



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**Daughtry “ ”**

You to me like I was the only one around   
You on me..the only other choice was falling down   
You with me like we had nowhere we needed to go   
Nice and slow, to no place in particular   
  
We this figured out   
We without a doubt   
When nights were clear you were the first star I'd see   
We used to have this under control   
We never thought...we .  
At least there's you and at least there's me   
Can we get this back, can we get this back...   
To how it .

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**Practice – part 1**

**\* Look at the sentences below and complete the sentence using ‘used to’**

1. Betty was a teacher. Now she is a nurse .

2. Lynn was poor. Now she is rich. .

3. We lived in an apartment. Now we live in a house. .

4. Kelly had a cat. Now she doesn’t have a cat. .

5. Lee studied Spanish, but he doesn’t study it anymore. .

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**Practice – Part 2**

**\* Look at the pictures below. Complete the sentence about John using ‘used to’ and phrase that is next to the blank. Change the form if needed.**

**PICTURE IS IN THE PRINTED PAPER**

1. (wear glasses) .

2. (have brown hair) .

3. (drink coffee) .

4. (work in a restaurant) .

5. (like dogs) .

**Practice – part 3**

**\* Draw pictures of you about 10 years ago and today.**

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| 10 years ago.. | today |

**\* Make 3 sentences from the pictures.**

**\* .**

**\* .**

**\* .**