#### Grammar Lesson Plan

**I used to play the piano.**

**Length:**

30 minutes

**Students:**

14 students

**Instructor:**

Hwajung Lee

**Level:**

Pre-intermediate

**Materials:**

* Pictures that show a contrast between the present and the past
* Substitution Table
* 14 copies of the practice worksheets, 14 copies of the beginnings papers for making-ending activity and the ending examples papers
* White board and Board markers, Computer and Beam project, The video link

**Aims:**

* Students will predict the meaning of ‘used to’ by talking about something they learned in childhood thinking of the girl in the video.
* Students will know the form of ‘used to’ in affirmative, negative sentences and questions by teacher’s explanation and substitution table.
* Students will practice ‘used to’ by answering concept check questions and completing the worksheets.
* Students will practice speaking and listening ability by sharing ideas in a group or with a partner.

**Language Skills:**

* Reading: reading worksheets to answer questions
* Listening: listening to the teacher’s explanation, instructions and demonstration, and classmates’ ideas in discussion and activities
* Speaking: drilling, practice activities, and sharing ideas
* Writing: worksheet answers and doing homework

**Language Systems:**

* Grammar: use of ‘used to’ (“I used to….”or ”I didn’t use to….”)
* Phonology: drilling
* Function: making the endings of the sentences using ‘used to’ structure
* Discourse: having a discussion

**Assumptions:**

* Students know the past tense
* Students are teenagers.
* Students can read and speak in English but not very accurately.
* Students know the teacher’s style of teaching and the pace of the course.

**Anticipated Errors and Solutions:**

* Students may have difficulty in understanding the meaning

→ Teacher provides more examples.

* Some students may have hard time drilling.

→ Teacher gives the students more chances to practice.

* If students need more time to finish their activity.

→ Be flexible with the time as giving students more time to finish their activity and cut off the time of post activity.

* If students finish their activity earlier than anticipated.

→ Give students more time on final activity.

**References:**

http://www.youtube.com/watch?v=9tAaXg7sx4w

http://www.bbclearningenglish.com

http://www.youtube.com/user/JenniferESL

http://www.youtube.com/user/papateachme

Times Media TESOL Student Work Book

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| **Lead-In** | | |
| Materials: Board and Markers, Computer and Beam project (play a video of a child playing the piano) | | |
| Time  2mins.  1min. | Set Up  Whole Class | Procedure:  **Greeting**  Hello everyone, how are you? (Students greet back)  **Contextualization**  Is here anyone learned some musical instruments in childhood? If so, What kind of instrument did you learn?  (Listen to students’ responses and write their responses on the board)  Let’s see a video of a child playing the piano.  **Guided Warmer Activity**  When you watch the video try to remember your childhood. You can think of the first time you learned something like a piano. You can think of whatever you really enjoyed when you were young.  CCQs:  -What should we do when we watch?  (Play video and let students watch) |

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| **Presentation** | | |
| Materials:Substitution table, Pictures that show a contrast between the present and the past | | |
| Time  3mins.  2mins.  9mins. | Set Up  Whole Class  And Groups  Whole Class  Whole class | Procedure:  **Ⅰ. RECALL**  Did you enjoy the video? What is she doing in the video? (Students answer “She is playing the piano”)  Do you think she still plays the piano when she grows up?  Now I want you to make three groups and discuss something you learned only when you were young with thinking of the little girl in the video. I’ll give you 2minutes and afterwards we’ll discuss as a whole group.  C.C.Q  - How much time do you have?  - What do you discuss?  (Let students discuss and monitor discretely. After 2minutes let groups take turns to tell you what they learned only when they were young)  **Ⅱ. REFLECT**  Excellent everyone! Same as she did in the video, I used to play the piano when I was an elementary school student. But I don’t play the piano anymore.  (Put the pictures on the board and write “PAST” and “PRESENT” below the relevant pictures)  In my story, I said I used to play the piano. Do I play the piano now? (Students answer “No” and then draw “X” below “PRESENT”) Did I play the piano in the past? (Students answer “Yes” and then draw “O” below “PAST”)  (Try eliciting more questions from students to pull out the rule of meaning of ‘used to’. And the rule to try to elicit is the following: We can use this structure to express that something was true or common in the past, but isn’t now)  Can you see a contrast between the past and the present? Something has changed. (Write “ CONTRAST” between “PAST” and “PRESENT” on the board)  **Ⅲ. CONCLUDE**  **Meaning**  Great job everyone! We have just learned ‘used to’.  (Write ‘used to’ on the board)  OK. Let’s talk about the meaning of “I used to play the piano” again.  Do I play the piano now?  Is it true that I don’t play the piano anymore?  (Students answer)  I don’t play the piano now and no longer play the piano. We can say “USED TO” to express something was true or common in the past but is not now or something happened often in the past but does not happen now.  So we can use this structure to describe past states and the situations or past events and the actions.  For example, I say “I used to be better at the piano.”  It means I was better in the past but now I’m not that good.  And the second example, I say “I used to play more often.” It means I played more often in the past but I don’t play much anymore.  Like these cases, this form focuses on the change of the situation. We can say “used to” for past states and things that we did regularly, things that were habits.  CCQ :  Am I better at the piano than before?(No)  Do I more often than before? (No)  **Form**  Used to form is followed by the base form of the verb, which is the infinitive without ‘to’.  (Write down the form  S + used to + base verb)  OK. Let’s think about the form more closely. How does ‘USED TO’ form change in negative statements and questions?  (Students answer)  For example, “I didn’t use to complain so much.”, ‘Did you use to practice regularly?” In these statements, ‘didn’t’ and ‘did’ already signal the past so ‘used to’ is written without ‘ed’ ending.  (Write down the form below negative sentence : S + didn’t + use to + base verb and below question : did + S + use to + base verb)  **Drilling**   |  |  |  | | --- | --- | --- | | I | used to  didn’t use to | drive to work. | | She | live in the city. | | They | have long hair. |   (Show students the Substitution Table)  OK. Listen to what I say and don’t repeat.  CCQ : what do you do?  (Point to the Substitution Table while reading)  OK. Now listen and repeat.  CCQ : What do you do?  (Point to the Substitution Table while reading and whole class repeat)  Now I will pick some students to repeat individually.  (Point to the Substitution Table and pick students) |
| **Practice** | | |
| Materials:14 copies of the practice worksheets, 14 copies of the question papers for making-ending activity, White board and Board markers | | |
| Time  3mins.  3mins.  2mins. | Set Up  Whole Class  Individually  Whole Class  Whole Class  Individually  Whole Class | Procedure:  **Controlled Practice 1**  Instructions  Do the worksheet questions number 1 to 6. Choose the correct answer individually. You have 2 minutes.  CCQ  What numbers of question you answer?  Who are you working with?  How much time do you have?  (Pass out the worksheet and run task)  Feedback  Do you need more time?  (If yes – Give 30 seconds extra time  If no – Check answers together)  **Controlled Practice 2**  Instructions  Do the worksheet questions number 7 to 10. Choose the correct answer individually. You have 2 minutes.  CCQ  What do you do?  Do you work alone?  How much time do you have?  (run task)  Feedback  Do you need more time?  (If yes – Give 30 seconds extra time  If no – Check answers together)  **Less-Controlled Practice**  We will do a making-ending activity. I will give you the 8 beginnings of sentences. I will start by reading ‘I was very healthy when I was younger because’. Next student will make the proper ending using “USED TO” such as ‘I used to cycle everywhere’. Then we will go around until everyone has a chance to make an ending. |

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| **Production** | | |
| Materials: Board and Markers, Pictures for demonstration | | |
| Time  5min | Set Up  Whole Class  Pair  Whole Class | Procedure:  **Free Practice**  Instruction  Now, let’s think about one big change in your life and tell your partner it using ‘USED To’ form. You can also talk about something you really enjoyed and the reason why you stopped it. Afterwards, we will share our partner’s change. You have 3 minutes and work as pair.  Demonstration  For example, I say “I used to smoke 20 cigarettes a day, didn’t used to exercise at all and used to eat lots of junk food in early 20s. But I’ve stopped them to be healthy.  (Talk about my story showing the pictures related to what I’m saying) in order)  CCQ  What are you supposed to do?  Do you work alone?  How much time do you have?  (Monitor discreetly)  Feedback  Have you all finished?  (If no - Give 30 seconds extra time)  Let’s share each group’s ideas. Group #1, please share your partner’s change.  (Go through all group)  **Wrap-up**  It’s time to wrap up. Did you have fun today?  I hope you enjoyed today’s lesson.  Give homework  Talk about the 8 beginnings of the making-ending activity and make the proper endings using ‘USED TO’ with your family and write your endings for all the beginnings. You can refer to these examples. (Give students the ending examples) |