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| **Grammar Lesson Plan** | | | | | | | | | | | | | |
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| **Title: I used to….** | | | | | | | | | | | | | |
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| **Instructors** | | **Michelle** | |  | | **Level** | **Beginner** |  | **# of Ss:** | **15** |  | **Length:** | **30 min** |
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| **Materials** | | | | | | | | | | | | | |
| * Laptop computer, Projector (for playing PPT(Power Point) file and activities) * PPT files for eliciting information and practice * 12 copies of worksheets   - white board & board markers | | | | | | | | | | | | | |
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| **Aims** | | | | | | | | | | | | | |
| * Ss will elicit and predict the meaning of the ‘used to’ through picture. * Ss will elicit and know the form of the ‘used to’ by teacher’s explanation and substitution table. * Ss will practice the ‘used to’ by answering concept check questions and completing the worksheets.   - Ss will practice speaking skill by sharing ideas in a group. | | | | | | | | | | | | | |
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| **Language Skills** | | | | | | | | | | | | | |
| * Reading: reading worksheets. * Listening: listening to the T’s instruction, demonstration and explanation. * Speaking: predicting, sharing ideas within groups.   - Writing: answering the worksheet | | | | | | | | | | | | | |
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| **Language Systems** | | | | | | | | | | | | | |
| - Grammar: learn form and meaning of past habits ‘I used to travel’  - Function: practice language in ‘past’ through group activity | | | | | | | | | | | | | |
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| **Assumptions** | | | | | | | | | | | | | |
| * Ss are pre-beginner level. * Ss can get to know how to elicit to speak through pictures * Ss learn past verb and present verb last class * Ss can understand the T’s teaching style * Ss can express their opinions in English. * Ss are used to working individually and in groups of 3~4 or individually.   - Ss are mostly active and have a good rapport with each other. | | | | | | | | | | | | | |
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| **Anticipated Errors and Solutions** | | | | | | | | | | | | | |
| * Ss may not understand the T’s instructions.   🡺 Chunk the instructions. Ask CCQs(Concept Check Questions)   * If time is short   🡺 Suggest free production materials as homework   * If Ss finish their tasks earlier than expected   🡺 Give them the supplementary worksheet | | | | | | | | | | | | | |
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| **References** | | | | | | | | | | | | | |
| * ‘Grammar in use’, Second Edition written by Raymond Murphy with William R. Smalzer ( Cambridge University Press ) * <http://englishwsheets.com/used_to.html> | | | | | | | | | | | | | |
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| **Lead-In** | | | | | | | | | | | | | |
| **Materials** | PPT file, Laptop computer, Projector | | | | | | | | | | | | |
| **Time** | | | **Set up** | | **Procedure** | | | | | | | | |
| 1 minute | | | Whole class | | **Greeting**  T: Hello everyone! How are you today?  Ss: Great, thanks.  **Do: Show the picture**  (Deliver the picture of past & present to the students and elicit through picture : a few years ago, the same person in the picture, have long hair, short hair, …)  What do you see different left and right in the picture?  (A: Long hair , short hair, woman, etc…)  **Introduce today’s topic**  Today, we are going to talk about past tense using ‘used to’. | | | | | | | | |
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| **Present** | | | | | | | | | | | | | |
| **Materials** | Picture and white board & markers, PPT file, Laptop computer, Projector | | | | | | | | | | | | |
| **Time** | | | **Set up** | | **Procedure** | | | | | | | | |
| 5 minutes | | | Whole Class  Individually | | **Recall**  What did we just talk about? (A: past, present..)  A woman in the left picture had a long hair 5 years ago.  How about the right picture?( A: She has a short hair)  **Reflect**  Meaning:  Does she have a short hair now? ( no )  Did she have a short hair in the past? ( yes)  Form:  How can we say when something happened regularly in the past, but no longer happens? ( used to)  Right, ‘used to’ is used when we talk about past habits.  **Conclude**  **1.Meaning**  ( Write to the board ‘ I used to…’)   * Explain & demonstrate of meaning using time line.   he used to work he doesn’t work  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_|\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  past present  Something used to happen means that it happened regularly in the past, but no longer happens.  (Give Ss examples : I used to play tennis a lot)  We also use ‘used to’…for things that were true, but are not true any more.  (Give Ss examples : I used to live in a small village, but now we live in London.)  CCQ  Does she play tennis now?  Where do you live now?  **2.Form**  ( Write to a board and explain to Ss about using substitution drill)  T: Ok class, I would like to explain you about timeline of today’s lesson.  \*Past   |  |  |  | | --- | --- | --- | | I / you / we / they/ he/she / it | used to | be a ( nurse)  work ( in the hotel)  have (a car)  play ( baseball)  (etc…) |   What parts of speech could be after ‘used to’?  Noun? Verb? (A: verb)  Right! Then, could past verb such as ‘went’ be positioned?  How about the third person plural of the verb such as ‘goes’?  We only put simple form of the verb like ‘go’ and ‘like’ after ‘used to’.  Is ‘used to’ past verb?  Yes, there is no present form because it only indicates in past. So, you cannot say ‘I use to do’  (To talk about the present use the present simple)  \*The Negative   |  |  |  | | --- | --- | --- | | I / you / we / they / he / she / it | didn’t use to | like (fruits)  play (golf) |   When you want to make ‘used to’ negative, you need helping verb ‘did’ and plus not after ‘did’.  Or, ‘used not to’ is also possible’  \*The Question   |  |  | | --- | --- | | did you | use to live  work |   When you make question, you also need helping verb ‘did’ and locate it in front of the sentence.    **CCQ:**  ( Teacher give some examples to the Ss)  T: She used to live in China 5 years ago, but now she lives in Japan.  T: I used to be a hotelier, but now I am a teacher.  **Drilling:**  ( Simple repetition drill)   |  |  |  | | --- | --- | --- | | I / you / we / they/ he/she / it | used to | be a ( nurse)  work ( in the hotel)  have (a car)  play ( baseball)  (etc…) |   From now on, listen and repeat after me.  (Point to the substitution table and pick students)  (specific student name), Can you repeat?  Can you change ‘have a car’ to different sentences?  Will you make sentence using he or she? | | | | | | | | |
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| **Practice** | | | | | | | | | | | | | |
| **Materials** | Worksheet | | | | | | | | | | | | |
| **Time** | | | **Set up** | | **Procedure** | | | | | | | | |
| 7 minutes | | | Whole class  & Individually  (2 minutes)  Pair work | | **Prepare:**  Controlled activity  From now on, you will have worksheet. Number 1 to 6 is to choose the right answers. Do individually. I will give you 3min.  CCQ  What should you do?  How much time do you have?  Who do you work with?  (hand out worksheets and monitor discreetly)  Feedback  Have you all checked the answer?  (If no- give 30 seconds extra reading time  If Yes-check the answers by having Ss read out each question and say the answer)  Less-controlled activity  I will give you another worksheet.  Let’s read the speech bubble on the worksheet together.  Write sentences with ‘used to’ and didn’t use to.  Do with your partner. You two..You two…..  CCQ  What should you do?  How much time do you have?  Who do you work with? | | | | | | | | |
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| **Production** | | | | | | | | | | | | | |
| **Materials** | Worksheet | | | | | | | | | | | | |
| **Time** | | | **Set up** | | **Procedure** | | | | | | | | |
| 2 minutes | | | Whole class | | **Free production**  Introduction:  Now, I will give you chart and we are going to interview other Ss and write the partner’s name. You already did it in icebreak game.  You need to go around to other students in the class and ask them a question that relates to a particular square.  Demonstration:  For example, for the square that says "used to play piano" the student A would pose the question, "Did you use to play soccer?" And student B would respond positively or negatively in full sentence. If student B says yes, he or she writes his or her name in the box. The students should try to find a different person for all the squares.  Now, let’s do interview game. You stand up and surround class to find as many names as possible. I will give you present who find the name as much as possible.  CCQ  Are you working alone?  How many minutes do you have?  What will you do after doing interview game?  Feedback  Have you all finished?  (If no- give extra time  If yes- check the name together)  Is there anyone who used to go to party/ go to party regularly?  If yes, please tell me in full sentence using ‘used to’  Is there anyone who had unique habits?  How many names do you fill in?  ( Give a student the present)  Conclude lesson  (Elicit today’s vocabularies what they learn today)  It’s time to wrap up. We talked about ‘used to’. Did you enjoy it? Good job today.  See you next week!  Have a nice day! | | | | | | | | |