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| Grammar Lesson Plan |
| Title: Childhood (Using Past Tense/ ‘used to’) |
| INSTRUCTOR | LEVEL | STUDENTS | LENGTH |
| Jin Joo, Chu | Lower-Intermediate | 12 students | 50 mins |
| Materials:-“Bankrupt” vocabulary cards-“Discussion” worksheet- Blank papers to draw on- Boar, board marker- Picture of Teacher’s childhood |
| Aims:-Use past tenses and ‘used to’ with discussion of childhood. |
| Language Skills:Writing: Writing about own childhood and an imaginary characterSpeaking: Talk about T’s and Ss childhood.Reading: Read about an imaginary character’s childhoodListening: Listening to partners’ childhood |
| Language Systems:Grammar: Past tense verbs and ‘used to’.Phonology: Drilling vocabularyLexis: picture it, scar, dreadful, plaster castDiscourse: Discussion about childhood in groups and class.Functions: Giving/guessing/asking information of childhood. |
| Assumptions:- Ss know the past tenses but aren’t comfortable using it.- Ss don’t know how to use “used to” |
| Anticipated Errors and Solutions:-While writing about the imaginary character, go around each table and take a see if they have any errors. If there is use chain corrections and let the Ss come up with the write answer.- Ss may have difficulty with the new vocabularies and expressions. Let them discuss in groups and if they still struggle give them the chance to use dictionaries.- If Ss finish their tasks earlier than expected, go on with the SOS activity. (Written on Notes, on the bottom on this page) |
| References:“Bankrupt” vocabulary cards(http://busyteacher.org/15261-bankrupt.html) |
| Notes:SOS activity:Guess the Past Time GameInstructions given on the worksheet (worksheet attached on the last page of the lesson plan) |

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| Pre Task  |
| Title:“Bankrupt”Vocabulary activity | Aims:To prepare students for the task and to engage their attention with a vocabulary activity. | Materials: “Bankrupt” vocabulary cards, board. |
| Time | Set Up | Students | Teacher  |
| 9mins | 2 Groups | Discuss in groups the meaning of vocabularies then come up one by one to the board and get the cards. | Put the vocabulary cards on the board.InstructionsWe are going to play a game called Bankrupt. I’m going to divide you into two groups. Each team will come up taking turns and pick a vocabulary. You need come up with the meaning in your groups to get the card. When you earn the card you can flip it around and there will be a price written which is given to your team. But be careful! There is a Bankrupt card which you erase the money they had won, and a Donation, card that team donates all their money to the other group.CCQCan you flip the card before you get the right answer?After the game go over the words one by one again. |
| Notes:Vocabulary:I can’t picture it: Can’t imagineI used to know that by heart: Used to memorize itIt’s on the tip of my tongue: about to be said or almost remembered.Scar: a mark left after getting injuredWear a plaster cast: Wearing a firm covering bandage that immobilizes broken bones while they healUsed to do something: to have done something in the pastRecollection: the ability to recall past occurrencesTrace back in memory: to go back over again in memory/ followAge dims one’s memory: lack of clarity of memory as we get olderDreadful/Pleasant: causing fear or terror, horrible/ being in harmony with your taste or likings (affording pleasure)\*Mention that dreadful and pleasant are antonyms.  |

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| Task Preparation |
| Title:Guessing T’s Childhood | Aims:Give an idea of what they will do in task realization using T as an example.  | Materials: Photo of T 10 years ago, board, board marker. |
| Time | Set Up | Students | Teacher  |
| 7mins | Whole Class | Guess what the T was like 10 years ago. | InstructionI will show you a picture of me from 10 years ago. Guess what will be different. (After guesses show the picture) Now, do I look like the picture that you imagined? After seeing the picture what else can you think about the younger Jin Joo? Write the past tense verbs that the Ss use on the board. |
| Notes: |

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| Task Realization  |
| Title:Discussion of Ss’ Childhood | Aims:For students to write and discuss how their life was different ten years ago to use past tenses and the phrase ‘used to’. To present their reports and find out who was most different ten years ago. | Materials: “Discussion” worksheet |
| Time | Set Up | Students | Teacher  |
| 22mins | Individual/ GroupGroup | Look at the Discussion sheet and write about their childhood with the topics listed. Then share it with partners. After discussion there will be two presenters. Ss will draw what the presenter would look like in groups while they are presenting. | Distribute worksheetInstructionsWrite about yourself from your childhood with the topics listed on the worksheet. Then share it with your group. 14 minsCCQWhich tense do we need to use in order to talk about our childhood?InstructionsI want you to come up with an imaginary character and describe it written based on your group members’ childhood. Don’t forget to give a nice name to it! 8 minsCCQAre you writing in groups about a real existing person? |
| Notes: |

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| Post Task  |
| Title:Drawing an Imaginary Character | Aims:To give students an opportunity to read about someone’s childhood (about the past) and imagine how it looks like. | Materials: Blank papers to draw on. |
| Time | Set Up | Students | Teacher  |
| 12mins | Group | Draw the imaginary character in details according to the piece of writing from another group.After drawing come up to the board and explain their picture. | Exchange the written work with other groups.InstructionsBased on the writing I want you to draw the imaginary character in details. Include as much details as possible from the writing. 9 minsAfter finishing let each team come up to the board and explain their picture. |
| Notes: |

# Worksheets, handouts and lesson materials

**Discussion**

Go back to your childhood (10 or more years ago) and write about yourself with the topics below. Then share it with your partner. Use the phrases in the box when needed during discussion.

* Music/favorite singer
* Sweets and other foods
* TV programs
* Toys
* First love
* Likes and dislikes
* Holidays
* Things you were good and bad at
* I can’t remember exactly but…
* Wait a second, it’s coming back to me now…
* It’s on the tip of my tongue. No, it’s gone/ Got it!
* I think it begins with…but that’s all I can remember.
* I tried to memorize that but…
* I used to know that by heart but…

Vocabulary activity



SOS Activity

