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| ☐ Listening ☐ Speaking ☐ Reading ■ Grammar ☐ Writing |
| **That’s what happened** |

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| Instructor:  Hera (Yirae Chang) | Level:  Intermediate | Students:  5 students | Length:  30 minutes |

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| Materials:   * Computer * White board and board markers * Worksheet #1 * Video * Picture #1 * Presentation |

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| Aims:   * Students will be able to describe something they did in the past but don’t do now. * Students will be able to use structure ‘used to’ in sentence. |

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| Language Skills:   * Listening: Students will listen to song and classmate’s idea. * Speaking**:** Students will speak each other by using ‘used to’ form. * Reading: Students will read worksheet. * Writing: Students will write down lyrics of song. |

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| Language Systems:   * Grammar : Use of ‘used to’ form * Function: Making their own sentences and doing presentation * Discourse: Conversation in group |

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| Assumptions:  Students already know   * How the class arranged and prepared (5 Students at each table) * The basic knowledge about tense. * Their conversation with groups and partners |

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| Anticipated Errors and Solutions:   * If some students may not be able to pick up details * Chunk the listening * If students need more time for each work * Give them more time or Cut-off plan (Cut the post-activity) |
| References:   * Video   Daughtry - Used To. (n.d.). In Youtube. Retrieved September 03, 2018, https://www.youtube.com/watch?v=Rm\_tiWDwA7A |

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| **Lead-In** | | | |
| Materials: None | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1 min | Whole class | Answering teacher’s questions | **Greeting**  “ Good morning! How do you feel today?”  (Wait for Ss’ responses)  “What was the last song you heard?”  (Wait for Ss’ responses)  “I want to introduce song I listened recently.” |

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| **Pre-Activity** | | | |
| Materials: White board, Picture #1, Video | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1 min  4 min  2 min  1 min | Whole class  Whole class  Group  Whole class | Guessing and answering teacher’s questions  /Picture  Video  Answering teacher’s questions  Substitution table  Student talk each other  Answering teacher’s questions | **Elicit**  (Show picture)  **“**Look at the picture. Do you know this band?”  (Wait for Ss’ responses)  “Yes, Daughtry is an American rock band and the leader, Chris Daughtry, is known as a finalist on the fifth season of American Idol.”  “I want to introduce their song before I start the class. You don’t need to focus on the video and I hope you listen to the lyrics. You may write down the repeated lyrics which you can catch. Okay?”  **ICQ**  What are you going to do?  (Play video)  “Did you enjoy the song? It is Daughtry’s ‘Used to’. Did you notice any repeated lyrics?”  (Wait for Ss’ responses)  “Yes ‘used to’ form is repeated.”  (write down students answer and some lyrics on the board)  -You used to talk to me  -You used to lean on me  -You used to walk with me  -We used to have this figured out  -We used to breathe without a doubt  -We used to have this under control  -I used to reach for you when I got lost along the way  -I used to listen, you always had just the right thing to say  -I used to follow you, never really cared where we would go  (Make substitution table)  “We use ‘used to’ form when we describe something we did in the past but don’t do now.”  (Show the time line)  “It started at an unknown time in the past and stopped happening at an unknown time in the past.”  “After ‘used to’ we have to use a root verb/ infinitive verb.”  (write down form ‘Used to + R’ on the board)  “Ok, let’s talk about the meaning of first sentence we’ve written on the board.  As we already said, this couple might have broken up. So with this sentence, ‘You used to talk to me like I was the only one around’ Do you think his girlfriend still talks to him like he is the only one around her?”  (Wait for Ss’ responses)  “No. It is talking about the past and is not a still continuing situation. It means that she talked to him like he is the only person but now she doesn’t.”  “Did you get the point? Let’s make a group and talk about the other sentences on the board. I will give you 2 minutes.”  **ICQ**  Are you working alone?  How much time do you have?  **MONITORING**  (Check everyone is speaking and following the instructions)  (Give time warning) “You have 30 seconds left.”  (After 30 seconds)  “Time’s up. Do we have any volunteers who want to share the things you discussed?” (If no, gestures to S1)  “Good job everyone.” |

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| **Main Activity** | | | |
| Materials: Presentation, Worksheet #1 | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3 min  6 min  10 min | Whole class  Whole class  Whole class | Answering teacher’s questions  /Presentation  Worksheet #1  Answering teacher’s questions  T/F Activity | “We learned how do we structure ‘used to’ in an affirmative sentence.”  (Subject + used to + verb)  “I’m going to show you the form of ‘Used to’.”  (Show presentation)  “For negative sentences, the form is  ‘Subject + didn’t + use to + verb’”  “For interrogative sentences, the form is  ‘Did + subject + use to + verb +?’”  “We can find out that both negative sentences and interrogative sentence are using ‘use to’, not ‘used to’.”  “Also, you can keep the form, ‘used to + verb’, for negative sentences and interrogative sentence informally.”  “Now, we are doing activity, ‘Find someone who’. S1, could you please read the sentences at the top of the worksheet?”  *S1 : “You need to go around to other students in the class and ask them a question that relates to a particular square. For example, for the square that says "used to play soccer" you would pose the question, "Did you use to play soccer?" And the person you asked would respond positively or negatively. If he or she says yes, please write his or her name in the box.”*  “Thank you, S1. You can also ask to me during this activity and you will have 4minutes.”  **ICQ**  Are you working alone?  How much time do you have?  (Give time warning) “You have 30 seconds left.”  (After 30 seconds)  “Time’s up. Does anyone who fill the whole box?”  “Great. Please give me one sentence you got through activity.”  (Gestures to S1 and take turns)  “Good job, everyone.”  “Now, we are going to do T/F activity. Please prepare 2 sentences using ‘used to’ form. We will find out it is true or false.”  “I will give you one minute to prepare your sentences.”  “Time’s up. Do we have any volunteers who want to go firstly?” (If no, teacher pointed out S1)”  “Good job, everyone.” |

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| **Post Activity** | | | |
| Materials: None | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2 min | Whole class | Students listen and ask questions & answers | **Feedback**  “Do you have any questions?”  **Error Correction**  -If there’s any, fix grammatical and pronunciation that students made, and correct them.  **Conclusion**  -Conclude today’s lesson by checking their understanding of the topic.  “I appreciated your great participation today. Thank you very much.” |

**WORKSHEET #1**

**<Find someone who..>**

You need to go around to other students in the class and ask them a question that relates to a particular square. For example, for the square that says "used to play soccer" you would pose the question, "Did you use to play soccer?" And the person you asked would respond positively or negatively. If he or she says yes, please write his or her name in the box.

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| Used to play the violin | Used to live with friends | Used to have a dog |
| Used to dye hair | Used to play the piano | Used to be a Paleontologists |
| Used to drive a car | Used to do Kumdo | Used to work out a lot |

**SOS ACTIVITY #1**

 Use your imagination and write about what people “used to” do before these inventions.

1. television

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2. electric lights

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3. alarm clock

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4. camera

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5. gun

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6. car

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