**Grammar Lesson Plan**

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| **Topic: Habits in the past** |

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| **Instructor:**  Cherra (Jong-sim) Joh | **Level:**  Advanced Adults | **Students:**  8 | **Length:**  30 Minutes |

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| **Materials:**  - 14 Pictures for the main activity.  - A laptop & beam projector.  - A white board, board markers, an eraser.  - Flash cards for eliciting vocabularies.  - Ss’ worksheet #1, #2, #3 (9 copies each) & Teacher’s answer sheet #1 (1copy) |

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| **Aims:**  **[Main Aim]**  - Ss will learn how to talk about accustomed behaviour or habits, or about a state that existed in the past through different activities.  **[Secondary Aim]**  - Ss will learn how to speak or write accustomed behaviour or habits or a state that existed in the past through learning the grammar lesson.  - Ss will learn how to express their past habits properly with “used to/be used to ~ing” or “past simple verbs”.  **[Personal Aim**]  - Grammar would be boring for Ss but I’d like to make the class as interesting as possible.  - After taking my lesson Ss may use the proper expressions what they learned. |

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| **Language Skills:**  - Listening: Ss will listen to the explanations of the teacher as well as the conversations of classmates.  - Speaking: Ss will speak through activities.  - Reading: Ss will read worksheets.  - Writing: Ss will write answers on worksheets & take notes. |
| **Language Systems:**  - Phonology: “used to” [**|**ju:st tə] or [**|**ju:st tu]  - Lexis(vocabularies): Ss will learn the meaning of “anchorwoman / clumsy / introverted / extroverted / diplomat / bashful” by eliciting.  - Grammar: Ss will learn how to express their past habits properly with “used to/be used to ~ing” or “past simple verbs”.  - Function: Ss will get to know how to express “habitual or accustomed actions, states, etc. taking place in the past *not continuing into the present anymore*”  - Discourse: working in (pairs) groups conversations. |

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| **Assumptions:**  - Ss & teacher are familiar with each other.  - Ss have basic knowledge of grammars & vocabularies.  - Ss are familiar with doing activities with worksheets.  - Ss are able to express their opinions or ideas of the activities. |

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| **Anticipated Errors** | **Anticipated Solutions** |
| - Ss may not understand some of grammar points.  - Ss may not understand some of lexical words.  - If Ss finish their tasks later than expected, | * Adapting a new concept. The way you get to talk is to gain possession of a little stuff. * Eliciting the meanings of those words from Ss or showing flash cards. If it needs, providing more examples. * Making lessen Ss’ talking time. |

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| **References:**  Advanced Grammar in Use by Cambridge University Press |

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| **Lead-In** | | | |
| **Materials**: a white board, markers, an eraser | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1 min | T>Ss |  | **[Greeting]**  Hello, everyone. How are you today?  This morning I realized that I’m having breakfast almost every day after getting married. You know? I didn’t use to eat this because I felt like I’m bloated. But not any more…  So, today I’d like to talk about your habits especially in the past.  *Write down today’s topic on the board “****Habits in the past”*** |

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| **Pre-Activity** | | | |
| **Materials:** The Ss’ worksheet#1, a white board, markers, an eraser | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 4 min  4 min | T>Ss  T<>Ss  In groups  T<>Ss  T<Ss | Introducing.  Ss’ opinion on who should take control.  Drawing the time line.  Eliciting  Q&A  Making in pairs.  Working on the Ss’ worksheet.  Q&A  Ss answers. | **[Introduce]**  Have you got something you always did but not anymore?  I suppose you have.  In this case you can use,  *Write them down on the board.*  ***Used to***  How do you pronounce it?  **[|ju:st tu] or [|ju:st tə]**  *Point Ss and make them repeat after you.*  Good!  Let me draw the time line of this auxiliary verb.  🡨XXXX----------------------+------------------------------🡪  Past Now Future  BTY, when can we use “used to” and when cannot?  **[Eliciting]**  Let me give you some examples.  *Write down on the board as below.*   * **The factory used to be in the city centre.**   **We use “used to” when we talking about past states that have changed.**  **Or talking about things that happened repeatedly in the past, but don’t happen now.**  **[CCQs]**  Was the factory in the city centre? (yes)  Is the factory still in the city centre? (no)  How about those sentences?  *Write down on the board as below.*   * **I used to be a heavy smoker when I was a university student.** * **I used to be a heavy smoker during the 1990s.**   The first sentence is correct and the second one is incorrect  Because,  **When we say exactly how many times something happened, how long something took, or that something happened at a particular time, we do NOT use “used to”.**  The second sentence should be past simple : used to -> was  How about this?   * We \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Switzerland four times when I was a high school student. (visit)   **[CCQs]**  Can we fill in “used to visit” in this sentence? (no)  Can we put “visited” in this sentence? (Yes)  Because it refers to **how many times something happened**.  Great!  Teacher hands out worksheet#1.  I’d like you to work in pairs. **Used / to / Past / simple**  *I told them once and later just point out Ss and let them speak their group names.*  As you can see there’re some blanks.  With your partners, pls fill in the blanks with “used to” or “past simple verbs”.  You’ve got three minutes.  **[ICQs]**  What are you doing? (Filling in blanks)  How many minute do you have? (three minutes)  Are you working in groups? (in pairs)  *Monitoring Ss.*  You’ve got 1 minute left.  30 sec…… time’s up.  From the first group, pls let me know the answers.  You’re doing really great! |

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| **Main Activity** | | | |
| **Materials:** A laptop & a beam projector, a whiteboard, markers, an eraser, visuals(powerpoint files) and students’ worksheet #2, flash cards. | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3 min  2min  2 min  1min  2min  4min  3min | T>Ss  T<>Ss  T>Ss  T<>Ss  T>Ss  T<>Ss  T<Ss  T<Ss | Instruction.  Ss will answer the vocabularies by eliciting.  Ss will answers.  Ss watch the ppt file.  Demonstrate.  Q&A  Ss watch the ppt file.  Ss will ask their classmates about their childhoods to fill in the blanks.  Q&A  Asking questions and answering about them.  Speak out loud what they got from classmates. | **[Instruction]**  I’d like to do an activity with some pictures that you’ve sent me.  I really appreciate your cooperation.  Before going through the activity, I’d like you to know some vocabularies.  **[Eliciting]**  Teacher shows **flash cards** and let them guess the words that the teacher’s explaining.  **[CCQs]**  Does “clumsy” mean perfect? (no)  Does “clumsy” mean bumbling? (yes)  Does “extroverted” mean very active and lively? (yes)  Does “introverted” mean the opposite of “extroverted”? (yes)  Good!  BTY, when you make questions with “used to”, how do you start?  *Write down on the board as below.*  ***Did you use(no: d) to be…?***  When you answer this question, how do you start?  *Write down on the board as below.*   * ***Yes. I used to….*** * ***No. I didn’t use(no: d) to….***   I’d like you to know one more thing.  What is the meaning of “be used to + ~ing(gerund)”?  **It means “become accustomed to”… so**,  *Write down on the board as below.*   * *Korean’s used to spicy food.*   I think you can understand when “be used to ~ing”.  **[CCQs]**  Does “be used to + ~ing(gerund)” mean you are strange to something? (no)  Does “be used to + ~ing(gerund)” mean you are familiar with something? (yes)  Now I’d like to show your photos.  *Teacher turns on the beam projector.*  Teacher hands out worksheet#2.  Pls take a look at the Ss’ worksheets and think about your own story first.  When you are asked, you should answer them immediately.  **[Demonstration]**  In the first blank of the questions, what would you fill in?  (did you use to)  Let me tell you my story first.   * I used to enjoy watching cartoons such as “Candy Candy” or “The galaxy express 999”, etc. * I also used to enjoy playing rubber bands. * That’s why I was used to being in Top 3 rubber band players in my hometown.   Now think about your own story. I’ll give you a minute.  **[ICQs]**  What are you going to do? (make your own story)  Are we working in pairs? (no, individually)  How many minute do you have? (1 min)  OK, time’s up.  Pls, take a look at this.  *Show Ss the ppt file.*  *Point out a student to read sentences out loud.*  Now, we’re going to find the right person for each question on the worksheet.  You can pick up one person and ask what you want to know.  You’d better not wait for someone. It could be a time-consuming.  Also you need to ask me, too.  You’ve got 4 minutes.  **[ICQs]**  What are you doing? (fill in the blanks)  How many minute do you have? (4 min)  Is it kinesthetic? (yes)  Are you going to ask me as well? (yes)  *Monitoring*.  2minutes left.  30 seconds…….time’s up!  *Point out a student to read their answer out loud.*  *Ss are supposed to change the sentences correctly. (S /V)*  Jessie can you guess who the number one is?  *Show the ppt file again.*  And next…  Great! |

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| **Post Activity** | | | |
| **Materials:** A whiteboard, markers, an eraser, students’ worksheet #3 | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1 min  5min  3min | Individually. | Write letters to Ss themselves. | **[Instructions]**  Okay.  Let’s suppose you are in 2021. All of us are 10 years older than 2011. Wow~ Scott, you’ve already finished the military service!!  Now, we are going to write letters and send them to you who are still in 2011.  Teacher hands out worksheet#3  Pls make some sentences with expressions that you learned today.  You can refer the example on the Ss’ worksheet#3.  You’ve got 5 min  **[ICQs]**  What are you doing? (writing a letter to myself.)  Are you working in pairs? (no)  How many minute do you have? (5min)  Teacher should monitor each side  30minutes…. Okay, time’s up.  Teacher gathers Ss’ worksheet and distributes them to other Ss.  Pls read it down briefly and tell us any interesting things you’ve found out.  **[Closing]**  Okay~  You have done very well.  Let’s take a look at the file to remember what we learned today.  *Show the ppt file.*  I wish you were used to knowing how to use “used to” and “be used to + ~ing” properly.    That’s all for today’s lesson.  I hope you found this lesson useful.  See you next week. |

Student’s worksheet#1 Date : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **Complete these sentences with “used to” or “past simple verbs”.**
2. I \_\_\_\_\_\_\_\_\_\_\_\_ going to pop concerts during my middle school years. (like)
3. The country now known as the Czech Republic \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Czechoslovakia. (be called)
4. Tim \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ his parents every other weekend. (visit)
5. We \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ him money five times when he was unemployed. (lend)
6. When I was a child, summers \_\_\_\_\_\_\_\_\_\_\_\_\_\_ warmer and winters colder than now. (be)
7. When the weather was good, we \_\_\_\_\_\_\_ walking in the hills every weekend for 10 years.

(go)

1. Whenever we went to my Uncle Frank’s house, we \_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the garden. (play)
2. **Answer these questions by expanding the notes, using an appropriate verb tense. If you can, use “used to” in your answer.**
3. Now, Judith is in abroad. How often did you see her at that moment?

( We / meet / every day / for lunch )

1. Where did you learn to speak Italian? ( We / work / Rome / for three years )
2. Where in the U.K were you living? ( I / live / east coast )
3. How long have you know each other? ( We / meet / 22nd June / last year )
4. How did you meet? ( We / play / tennis together )

Teacher’s answersheet#1 Class : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **Complete these sentences with “used to” or using an appropriate verb tense..**
2. I \_\_liked\_\_ going to pop concerts during my middle school years.
3. The country now known as the Czech Republic \_used to be called\_ Czechoslovakia.
4. Tim \_\_used to visit \_ his parents every other weekend.
5. We \_\_lent\_\_ him money five times when he was unemployed.
6. When I was a child, summers \_\_used to be\_\_ warmer and winters colder than now.
7. When the weather was good, we \_went\_ walking in the hills every weekend for 10 years.
8. Whenever we went to my Uncle Frank’s house, we \_\_used to play\_\_ in the garden. (play)
9. **Answer these questions by expanding the notes, using an appropriate verb tense.**

**If you can, use “used to” in your answer.**

1. Now, Judith is in abroad. How often did you see her at that time?

(We / meet / every day / for lunch )

We used to meet every day for lunch.

1. Where did you learn to speak Italian? ( We / work / Rome / for three years )

We worked in Rome for three years.

1. Where in the U.K were you living? ( I / live / east coast )

I used to live on the east coast.

1. How long have you know each other? ( We / meet / 22nd June / last year )

We met on the 22nd of June last year.

1. How did you meet? ( We / play / tennis together )

We used to play tennis together.

Student’s worksheet#2 Date : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| names | questions | what they used to enjoy | be used to ~ing |
| #1 | When you were little,  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** calm and  did you like the attention you received? |  |  |
| During your time at primary  school, did you dream of  becoming an anchor woman? |  |  |
| #2 | When you were little,  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** very  clumsy? |  |  |
| During your time at primary  school, did you dream of  becoming a scientist? |  |  |
| #3 | When you were little,  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** very shy and gloomy? |  |  |
| During your time at primary  school, did you dream of  becoming a pianist? |  |  |
| #4 | When you were little,  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** Introverted? |  |  |
| During your time at primary  school, did you dream of  becoming a nurse? |  |  |
| #5 | When you were little,  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  be a model student? |  |  |
| During your time at primary  school, did you dream of  becoming a world travel? |  |  |
| #6 | When you were little,  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  be extroverted and sociable? |  |  |
| During your time at primary  school, did you dream of  becoming a radio PD? |  |  |
| #7 | When you were little,  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  be bright and you were a singer who sang songs all the time? |  |  |
| During your time at primary  school, did you dream of  becoming a diplomat? |  |  |
| #8 | When you were little,  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  be bashful? |  |  |
| During your time at primary  school, did you dream of  becoming a musician like Su-mi Jo? |  |  |

Student’s worksheet#3 Date : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Dearest me (in 2011),

Hi, how have you been doing?

I know, at the moment you are very busy to take the Tesol course at Timesmedia.

You used to be a student, but can you guess? In 2021, you became a real teacher and students like you.

One more surprising thing is, you are used to teaching in English which I didn’t use to do in 2011 so there’re no more trembling with fear during the class.

Of course, you had a lot of things to do so I’m very proud that you made it.

Thank you for your efforts. I really appreciate that.

I’ll keep achieving my goals like what you did. I’m sure that it would make me in the future even more proud of myself.

With love,

Me (in 2021)