#### Grammar Lesson Plan

**I used to play the piano.**

**Length:**

30 minutes

**Students:**

14 students

**Instructor:**

Hwajung Lee

**Level:**

Pre-intermediate

**Materials:**

* Substitution Table
* 14 copies of the practice worksheets, 14 copies of the beginnings papers for making-ending activity.
* Pictures for demonstration, Papers for free practice
* 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
* 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, Computer and Beam project (play a video of a child playing the piano) | | |
| Time  0.5mins. | Set Up  Whole Class | Procedure:  **Greeting**  Hello everyone, how are you? (Students greet back)  **Contextualization**  Is there anyone learned some musical instruments in childhood? If so, What kind of instrument did you learn?  (Listen to students’ responses)  Let’s see a video of a child playing the piano. |

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| **Presentation** | | |
| Materials: Substitution table, Pictures that show a contrast between the present and the past | | |
| Time  1.5mins.  1min.  1min.  5mins | Set Up  Whole Class  Whole Class  And Groups  Whole Class  Whole Class  Whole class | Procedure:  **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.  CCQs:  -What should we do when we watch?  (Play video and let students watch)  **Ⅰ. RECALL**  Did you enjoy the video? What is she doing in the video? (Students answer “She is playing the piano”)  Now I want you to make three groups and discuss something you learned when you were young with thinking of the little girl in the video. I’ll give you 1minute 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 1minutes let groups take turns to tell you what they learned when they were young)  **Ⅱ. REFLECT**  Excellent everyone! Is there anyone who learned something only childhood? In this case, what can we say? (Write the sentence “I used to play the piano.” on the board) What is subject? What is verb in this sentence? (Students answer) What is main verb of these two verbs? (Students answer) Main verb is ‘play’. So what is ‘used’? (Students answer) Yes, ‘used’ is helping verb, we can say moral. Can two verbs come in one sentence? (Students answer) You said they can’t. So ‘to’ come just in front of main verb ‘play’. (While asking questions about the form, write ‘S + used to + base verb’ below the sentence)  **Ⅲ. CONCLUDE**  **Form**  OK. Let’s think about the form more closely. How does ‘USED TO’ form change in negative statement?  For example, “I didn’t use to complain so much.” In these statements, ‘didn’t’ already signals the past so ‘used to’ is written without ‘ed’ ending.  (Write ‘S + didn’t + use to + base verb’ below negative sentence)  **Drilling**   |  |  |  | | --- | --- | --- | | I | used to  didn’t use to | play the piano. | | She | complain so much. | | (They,  We, etc.) | (have long hair, eat meat, etc.) |   What else can come here? What else can come to this part? (Complete the Substitution Table with students)  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)  **Meaning**  Great job! Let’s talk about the meaning of “I used to play the piano”. It means I don’t play the piano anymore now.  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.  Can you see a contrast between the past and the present?(Write “ CONTRAST” between “PAST” and “PRESENT” on the board)  CCQ :  Do I play the piano now?  Did I play the piano in the past? |
| **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.  3mins. | Set Up  Whole Class  Individually  Whole Class  Whole Class  Individually and pair  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 and compare your answers with your partner. You have 2 minutes.  CCQ  What do you do?  Do you work alone?  How much time do you have?  (run task and compare answers with the partner)  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, 14 piece of papers | | |
| Time  6mins.  6mins | Set Up  Whole Class  Individually  Whole Class | Procedure:  **Free Practice**  Instruction  Now, let’s think about what happened to yourself in 10 years. And draw 2 pictures; one picture of what you used to be 10 years ago and the other picture of what you are now.  Afterwards, you show and explain your pictures using ‘used to’ or ‘didn’t use to’; “I used to \_\_\_\_\_\_\_ but now I \_\_\_\_\_\_ because I used to/didn’t use to \_\_\_\_\_\_\_\_\_\_\_\_\_”.  You have 5minutes and work individually.  Demonstration  Look at my pictures. I can explain “I used to be often sick but now I am healthy because I didn’t used to exercise at all and used to eat a lot of junk food.  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 how each student changed in 10 years. JK, please show and explain your picture first.  (Go through all group)  **Wrap-up**  It’s time to wrap up. But before finishing our class, I’ll give you a homework.  Give homework  Talk about the all beginnings of the making-ending activity paper and make the proper endings using ‘USED TO’ with your family or friends. |