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| ☐ Listening ☐ Speaking ☐ Reading ■ Grammar ☐ Writing |
| **Title:** Which of new inventions would you most like to try out? |

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| Instructor:  JIHyun Jang | Level:  Intermediate(Adult) | Students:  10 students | Length:  35 Minutes |

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| **Materials:**   * Music video “ Remember the days of the schoolyard (Shown on screen) * Worksheet 1# ~2# for activities (1 per student) * 10 piece of the worksheets 3~6 # * Substitution table * Computer, Beam projector , White board and markers |

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| * **Aims:** * Ss will predict the meaning of the Past simple and Continuous by watching and listening to Cat Stevens’s song, “remember the days of the old schoolyard”. * Ss will know the form of the Past simple and Continuous by teacher’s explanation and substitution table. * Ss will practice the Past simple and Continuous by the answering concept check questions and completing the worksheets * Ss will practice speaking and listening ability by sharing ideas in group and present each other’s answers. |

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| **Language Skills:**  **Speaking: Ss will use memory quiz to ask questions with their partners and share their answers with the class by talking around and comparing answers.**  **Listening: Ss will listen to the music, teacher’s instructions and class ideas.**  **Writing: Ss will write their childhood memories on the worksheet provided by teacher.**  **Reading Ss will read the worksheet together with the teacher** |

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| **Language Systems:**   * Lexis: Learning new vocabulary in the worksheet * Function : asking for information in groups * Phonology : drilling( past simple –ed endings, sounding polite) * Grammar: Use of the past simple and continuous ( use to ) * Discourse: Share which they work in pairs through writing the memory quiz. |

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| **Assumptions:**  Students already know   * How they guess what we will learn with their partners during a class. * How to use four language skills and language systems * All students have to think about how to write out the sentences with the verbs in the correct form, Past simple or continuous through the worksheets * How the class is set up and run well * Ss understand and follow the instructions provided by teacher. |

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| **Anticipated Errors and Solutions:**   * If Students do not understand the meaning of the word –Teacher provides more examples * If Students have in difficulty in creating their idea while writing on the worksheet – Teacher gives brief more background information and suggestion words. * Preparation, encourage them to guess the meaning of the words during working them on the worksheet * If Students may be unable to complete the sentences with the past continuous form of the verbs - Teacher explains on this form and solves one more questions together with class first. * If students have a trouble with sharing with class – Teacher gives them more time to think and have others go first: To encourage students do not feel embarrassed in front to class. |

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| References:  [www.perfect-english-grammar.comhttps://www.bing.com/images/search](http://www.perfect-english-grammar.comhttps://www.bing.com/images/search)?  <https://www.google.co.kr>  [Remember the days of the old schoolyard - Cat Stevens - YouTube](https://www.youtube.com/watch?v=iFwDEqLQ0bA)  [*https://www.youtube.com/watch?v=iFwDEqLQ0bA*](https://www.youtube.com/watch?v=iFwDEqLQ0bA) *– 1.30sconds* |

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| **Lead-In** | | | |
| Materials: Picture of people, computer and Bean projector (play a song, Remember of the old schoolyard) | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2mins  2mins  1min  4mins | Whole  class  Groups  Whole  Class  Groups | Students answering teacher’s questions  Students answering teacher’s questions  Students answering teacher’s questions  Students answering and sharing with teacher | Procedural  Hello, everyone! How are you doing today?  The weather is still hot humid, isn’t it?  Alright!  Before we are going to talk about our topic,  Let me start with a little fun game with pictures of people in pairs  I will give you 30seconds to remember what they wear or who great impressions on people make. Why?  (Showing Ss the pictures of people )  Which group wants to do first?  Asking Ss for 2mins  Contextualization  Do you like to listen to music or sing songs?  Does anyone know the songs relevant to the school?  (Listen to their responses )  Oaky, everyone! Now, would you like to see the music video by Cat Stevens? Let’s watch!  Guided warmer Activity –Worksheet #2  Language focus – used to  Before you are going to listen to the song again, please pay attention  When you watch the video ty to remember the lyrics and fill in the blanks with your partners.  You will have one chance to listen to the song.  ICQ  What should we do when we watch?  How many times do you listen to the song?  Are you working alone?  Let’s get started! |

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| **Presentation** | | | |
| Materials:  Work sheet 3# for a short game , Work sheet 4 for filling the blanks | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 7mins  3mins  4mins  2mins | Whole  Class and groups  Whole class  Whole class  Individual and  Whole class | Answering teacher’s questions  Try to answer the table of worksheet 4  Listening to teacher’s talk and answering.  Working on a paper | Procedure:  1. **Recall**    Did you enjoy the song?  Does anyone know what the title of the song is?  Alight, well done! Song is ‘Remember the days of the schoolyard by Cat Stevens.  Before discussing, we will play a fun game with words you make correctly sentence in order.  I have three envelopes with the words, each team will choose one and all teams arrange the words that make sentences  First, open your envelope and arrange the words in order on your desk as soon as possible  Any group will finish it, please say to me “We are done”! This team will be winner.  Now, I want to divide into three groups  Let’s get started -worksheet #3  Checking which team is winner  Good job!  It is time to think about complete Julia’s story of how she met her husband, Mark  Put **the verbs in the blanks in the past simple or continuous.**  I will give 5 minutes to compare your worksheet in groups and then we will answer with a whole group.  CCQ  How much time do you have?  Are you working alone?    2. **Reflect**  Well done, guys.  Could you tell me how she met her husband?  : Try to eliciting more questions from students pull out the rules of meaning of the past simple or continuous  ( listen their responses )  Can anyone complete these blanks  ( Worksheet #4)  (Let students answer and finish the sentence on the worksheet.  What do you see in the form of this sentence?  2. **conclude**  We have just learned the past simple and continuous.  Let’s compare past simple and past continuous  When the action happened we use the past simple for states and actions which happened in the past.  While we use the past continuous in progress at a time in the past and sometimes this includes a specific time or another (completed past action)  Form  〮 If you look at your work sheet, there are basic form of past simple and continuous   |  |  | | --- | --- | | **Simple Past** | **Continuous** | | **irregular verbs: see 2nd column of irregular verbs** | **past form of 'be' + ing form of verb** |   Drilling   |  |  |  | | --- | --- | --- | | **Simple Past** | | | | **I/ You/She/He** | **met**  **went out** | **Mark**  **on our first date.** |  |  |  |  |  | | --- | --- | --- | --- | | **Continuous** | | | | | **I/She/Mark** | **was** | **staying**  **visiting having** | **with Harry**  **from Boston.**  **dinner** | | **You/They/We** | **were** |   <Simple Repetition Drill>  CCQ  What are you learning through the substitution table?  We are going to do some exercise the past simple and continuous choosing for 1min.  Monitoring  (Observing students)  Okay, time’s up.  Let’s find the answer together.  (Check the answer )  Everyone! Really good job.  Let’s move on. |

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| **Main Activity** | | | |
| Materials:  Materials: worksheet #6 for memory quiz A, B | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1mins  4mins | Groups  Group | Listen to teacher’s instructions  Asking questions with each other and try to remember | We are going to prepare for a memory quiz.  (Distribute the work sheet)  Instructions  (Divide into three groups)  Look at the memory tasks. You will have 4mintes to remember as much as you can.  First, I will give the worksheet-1 to student A and then  Students B will be given worksheet-2  So take turn to ask questions. Keep a note of how well your partner answered.  Are you ready to start?  ICQ  Which grammar do we use for the tasks?  How much time do we have?  Monitoring  (Watching students do well or not.)  Encourage students to share their ideas |

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| **Post-activity** | | | |
| Materials:  Worksheet #6 | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5mins | Groups | Discussing in group  Discussing on which of new inventions would you most like to try out? | Free practice  **Instruction**  Now, we will use worksheet #6 to make own your sentences with past simple and continuous for 3mins  Everyone looks at the worksheet to solve the questions  Before we are going to start we will practice how to do?  Ex) What are the past simple forms of bite, and throw?  CCQ  What do you do with worksheet 6?  Who do you work with?  Monitoring  Monitor carefully walking around the class  Wrap-up  Today we learned past simple and continuous.  Everyone, Today’s lesson is finished.  Thank you for your participation during class. I was so impressed.  You all were well done.  See you later, good bye~ |

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| **SOS Activity** | | | |
| Materials:  Work sheet 5 | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3mins  2mins | individually  Whole class | Write the shortest essay using worksheet 7 for 5 minutes    Checking it next time  (homework) | **Write a short essay**  Instruction  “We are going to write a short essay about a childhood memoey using the past simple and continuous.  ICQ  What do you have to do now?  Do you work it in pairs?  Do you need time to complete essay?  Correct their essays  I will give you writing homework. |

Take a look -Worksheet #1

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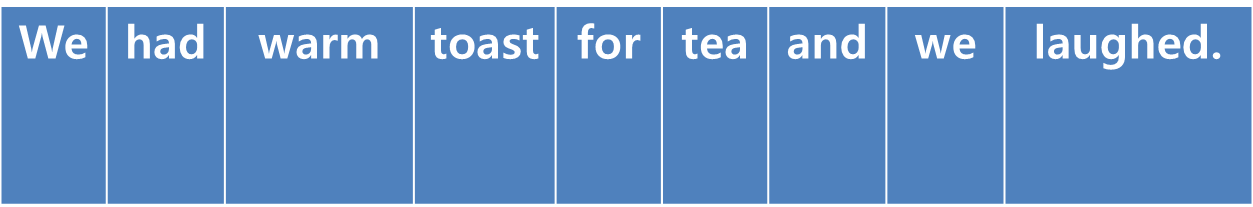
## –worksheet2

## [https://tse1.mm.bing.net/th?&id=OIP.M92d56968b546d1a9ca85657fa2e67f73o0&w=300&h=199&c=0&pid=1.9&rs=0&p=0](https://www.bing.com/images/search?q=children's+picture+in+schoolyard&view=detailv2&&id=98E48608CFB8993B91D5860A04DE151C9F967874&selectedIndex=0&ccid=ktVpaLVG&simid=608022333470477213&thid=OIP.M92d56968b546d1a9ca85657fa2e67f73o0)

**Remember the days of old schoolyard**

* Remember the days of the old schoolyard  
  We used to laugh a lot, oh don't you  
  Remember the days of the old schoolyard
* When we (1)--- imaginings and we (2)---   
  All kinds of things and we (4)-------   
  And (3)------ love yes, I do  
  Oh and I remember you  
  Remember the days of the old schoolyard  
  We used to (5)--- a lot, oh don't you  
  Remember the days of the old schoolyard  
  When we (6)--- simplicity and we (7)---   
  Warm toast for tea and we (8)-------   
  And (9)------ love yes, I do  
  Oh and I remember you
* You were my sweet love, my first sweet love

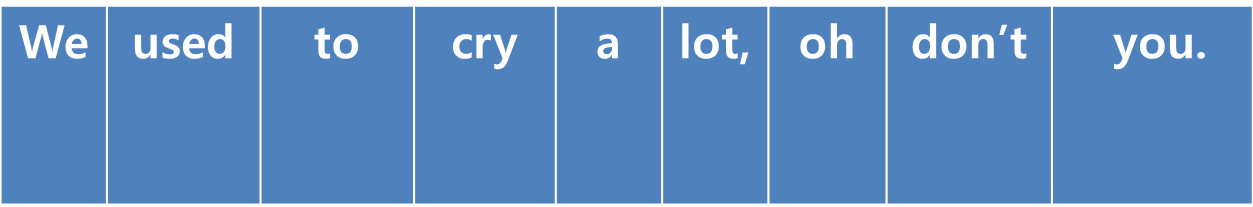
Work sheet 3# for the game; repeated states/ actions in the past

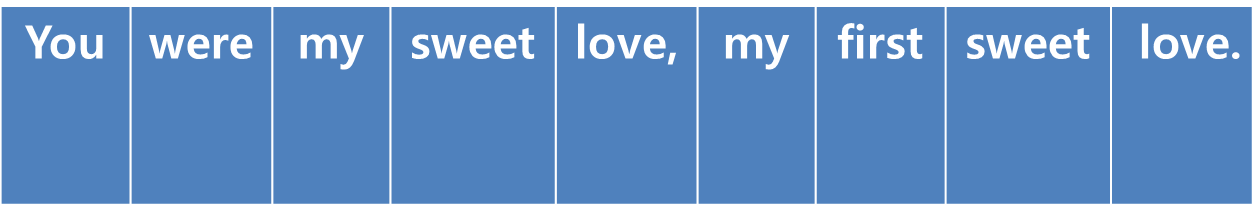


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Work sheet 4# for filling the blanks

I first (1) ----------- (meet) Mark nine years ago, at a party at my friend’s house, and we (b) ------------

(go) out first date three weeks later. Mark (c) ------------ (stay) with Harry while he (d) ------------- (visit)

from Boston, and one Sunday Harry (e) -----------------(invite) me to this barbecue in his garden. Mark (f)

------------------------ (help) him to get it ready, supposedly, but when I (g) ------------------- (arrive) it was

Complete chaos! They (h) ---------------------- (still tidy) the house, and there was on food ready at all.

So I (i) ---------------------- (start) chatting while we (k) ------------ (prepare) the salads, but I remember

Thinking he (l) ------------------- (be) a bit strange because he (m) ------------------ (ask) me if I had a

Boyfriend Anyway he (n) ------------- (seem) a nice guy, and I (o) ---------------------- (like) him a lot.

Except for his awful Hawaiian shirt that he (p) ------------------------ (wear) just unbelievable.

Work sheet 5# for the exercise of the substitution tables

1. **I was jogging in the park with my dad.**

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1. **He was picking**[**the second action was already going on (Past Progressive) when the first action took place (Simple Past)**](https://www.ego4u.com/en/cram-up/grammar/simpas-paspro/exercises?ex04#p1) **cherries.**

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**I left the house this morning**

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| Memory quiz for Students A   * + What was the mobile phone number you had to memories?   + What can you remember about your first day at school as a small child? Give as much detail as you can.   + What are the past simple forms of bit, throw and hit?   + What can you remember about your last English lesson?   Giving some examples:  What did you study?  What were people sitting?  What was your teacher wearing? |

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| Memory quiz for Students B   * + What and where did you eat last Sunday? Give as much information about it as you can.   + What were you doing exactly a month ago?   + What are the past simple forms of hold , eat and win?   + What can you remember about your last important journey?   Giving some example: Where did you go? Who did you go with?  What happened before/ after the journey? |

Write your childhood memory

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Work sheet 4# for filling the blanks

I first (1) -----met--- (meet) Mark nine years ago, at a party at my friend’s house, and we (b) -went

(go) out first date three weeks later. Mark (c) –was staying (stay) with Harry while he (d) –was visiting (visit)

from Boston, and one Sunday Harry (e) invited----------(invite) me to this barbecue in his garden. Mark (f)

----was helping--- (help) him to get it ready, supposedly, but when I (g) -------arrived----- (arrive) it was

Complete chaos! They (h) ---were still tidying (still tidy) the house, and there was on food ready at all.

So I (i) -------started--------- (start) chatting while we (k) were preparing the salads, but I remember

Thinking he (l) --was (be) a bit strange because he (m) ----------asked--- (ask) me if I had a

Boyfriend Anyway he (n) -------seemed (seem) a nice guy, and I (o) --------liked--------- (like) him a lot.

Except for his awful Hawaiian shirt that he (p) ----were wearing----- (were) just unbelievable.