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| **Topic: Tell us your one secret.** |
| **Instructor:** | **Level:** | **Age:**  | **Number of Students:** | **Length:** |
| **Inhyuk Lee** | **Immediate** | **25-35** | **16** | **20 mins** |
| **Materials:** **- Board and markers.****- Computer and speaker.****- 16 copies of work sheets.** |
| **Aims:****- Recognize how to use the expressions habitual past and now.** **- Use expression focused on fluency.** **- Make sure to know the difference between used to and would.** |
| **Language Skills:****- Grammar: Memorizing the rules of ‘used to V’.****- Listening: Listening the music and figure out the expressions of past habits in the article.****- Speaking: Teacher’s eliciting; What was your habit in the past?** **Sharing the diary you wrote in activity with your partners.****- Reading: Reading the music articles.** |
| **Language Systems:****Phonology: Practice of pronunciation ‘used to’.****Lexis: Students should be known the vocabularies.****Grammar: Understanding the rules of form.****Function: Realizing when you can use ‘used to’ and ‘would’ properly.****Discourse: Understanding how it works in the sentences.** |
| **Assumptions:****- Students already know how to use ‘used to’ in their conversations.****- Students would confused the differences between ‘used to’ and ‘would’** |
| **Anticipated Errors and Solutions:****Let students figure out the errors in the sentences.****- Error sentence 1 (Practice stage).** **When I was not afford to buy the clothes, I used to borrow the money from my parents. (x)****- Error sentence 1. I was used to riding bicycles when I went to elementary school in childhood. (x)****- Error sentence 2. I would be shy when I was young. (x)****- Error sentence 3. I wasn’t used to have a cat. (x)** |
| **References:** **Used to (Mutemath) [Official Song]** **Published on 13. Nov. 2015. On Youtube.com.** **Retrieved 13. Feb. 2019,** **From,** [**https://www.youtube.com/watch?v=\_4MN-U4Vuqvo&feature=share**](https://www.youtube.com/watch?v=_4MN-U4Vuqvo&feature=share) |
| **Notes:** |

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| **Presentation: 3** |
| **Aims:****Get the attention with lead in and eliciting.****Get the students’ interest.** | **Materials:****- Board and markers.****- Computer with speakers.** |
| **Time** | **Set Up** | **Student**  | **Teacher** |
| **1 min****2 min** | **Whole****Whole** | **Greeting****Having a talk with a whole class.** | **<Greeting >****“How’s going everyone?”****<Eliciting>****Asking bad habits.****“What is your bad habit when you were young?”****“Have you heard of 동대문 운동장 station?”** |
| **Notes:** **- Belief a rapport.****- Give a chance to speak for students as much as possible.** |
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| **Practice: 7 min** |
| **Aims:****Be familiar with expression of ‘used to’.****Distinguish the difference between used to and would.** | **Materials:****- Board and markers.****- Computer with speakers.****- Worksheets.** |
| **Time** | **Set Up** | **Student**  | **Teacher** |
| **2 min****1 min****4 min** | **Whole****Whole****Whole** | **Pay attention****Check the answer.****Pay attention.** | **< Lead in >****“Firstly, I want you to listen the music for loosening up~!”** **<Drill>****Give students the worksheets and instruction.****\*\*\* Listen again. (Focused on Grammar.)****<Check the answers>****<Demonstration>****When can we use ‘used to’ phrase and what is the difference between the ‘used to’ and ‘would’.** |
| **Notes: Giving them positive comments.** |
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| **Production: 7 min** |
| **Aims:****Practice the phrase of ‘used to’ in conversation.** | **Materials:****- Board and markers.****- Worksheets.** |
| **Time** | **Set Up** | **Student**  | **Teacher** |
| **2 min****3 min****2 min** | **Whole****Pairs****Whole** | **Write down five of secrets they used to have in childhood or adulthood.****Share the secrets with your partner.****Disclose your partner’s secrets.** | **< Introduction of Task >****- Sharing your personal secret in the past you’ve never told us.****<Tell your partner the secret>****Let’s talk about your secret with partner.****<Sharing with a whole class>****Let’s share your partner’s secret in a whole class.** |
| **Notes: Focused on using ‘used to’ and fluency.** |
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| **Post Production: 3 min** |
| **Aims:****Realizing errors and Remind what they learned in the class.** | **Materials:****- Board and markers.****- Computer with speakers.** |
| **Time** | **Set Up** | **Student**  | **Teacher** |
| **2 min****1 min** | **Whole****Whole** | **Get the answer and pay attention.****Remind on their own.** | **<Check the errors and Remind the class.>****- Put some error sentences on the board and let students figure out.** **<Closing>****Listen to the native speaker’s speaking.** |
| **Notes:** |