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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:** | | | | |