

UNIT4: OUR PAST

LESSON 2: SPEAK AND LISTEN

I. OBJECTIVES:

1. Aims: At the end of the lesson, Ss will be able to:
 - Use “Used to” to talk about the changes between the life in the past and that at present, and talk about their past habits. Understand the dialogue about Nga’s studying English and talk about the problems when they learn English.

2. Knowledge:

- * **Grammar**: “Used to” to talk about the past habits.

3. Skills: Speaking, listening & writing

II. PRESENTATION:

1. Teacher: posters, situation and examples, cassette.
 2. Students: notebook, textbook.
- Prepare: Speak – Finding some changes between two pictures on page 40

III. PROCEDURES:

1. Revision: (3’) *Guessing game*

Model: *I used to..... when I was a child.*

2. New lesson:

* Lead-in: (1’)

?Do you have a television set at home?

?Did you have it 10 or 15 years ago?

T says: *Nowaday, we have so many things that our parents did not have in the past* and introduces the lesson.

Teacher’s activities	Ss’ activities
I. <u>PRE-STAGE</u>: (10’) 1. <u>Brainstorming</u>	
*) Possible ideas:	
<i>In the past, people</i>	<i>Now, people</i>
<ul style="list-style-type: none"> - work hard - go on foot/ walk to the market - live in small houses/cottages - 	<ul style="list-style-type: none"> - have more free time - go by car/motorbike - live in big houses/buildings - use telephone/mobile phone. - see the films on TV.
<ul style="list-style-type: none"> - Hangs on the picture at P.40 and sets the scene about the past and now. - Gives cues about <i>people, house, job, transport, children ..</i> and asks Ss to list their ideas about changes in groups. - Goes round to work with students and 	<ul style="list-style-type: none"> - Look at the picture and follow teacher’s instruction. - Share their ideas in groups to list out the changes between the past and now. - Work with teacher and then speak out

elicits the ideas from them.

- Writes their ideas on the board and adds more.

2. Presetation text

- Uses the picture to elicit the model and runs it through.
- Elicits the languages and checks the meaning, use.
- Explains more about the way to use it.

II. WHILE-STAGE: (15')

Picture cues drill

- Asks Ss to use the information in Brainstorming, run through the words.
- Makes the model, using ***used to***.
- Asks Ss to work in groups.
- Asks Ss to show their ideas to the front; corrects if necessary

***) Model:**

In the past, people used to work hard, but now they have more free time.

***) Form:** When we talk about the changes in the past, we use:

(+) *S + used to + bare-inf.*

(-) *S + didn't + use to + bare-inf.*

(?) *Did + S + use to + bare-inf?*

III. POST-STAGE: (14')

1. Chatting:

- Asks Ss to tell your friends what they used to do last year.
- Invites three pairs to talk about it.
- Comments and corrects.

2. Listening

- Plays the tape and asks Ss to listen to and say about the characters in the story.
- Asks them to work in groups to share their ideas.
- Plays the tape once again & gets feedback.
- Checks the answer with ss.

Discussion Questions:

their ideas.

- Follow teacher and read through the model.
- Talk about its meaning, use and form.
- Listen and take notes.

- Use the information in Brainstorming, run through the words.
- Listen and write down.
- Work in groups.
- Three pairs practice speaking before class and then write their sentences on the board.

- Work in pairs, using the example
- Practice speaking before class.
- Check with teacher

Ex:

S1: Last year I used to get up late, but now I get up early. How about you?

S2: I used to

- Listen and take note.
- Work in groups & share their ideas.
- Listen again and speak out their answers.
- Check and correct their predictions.

Should we be foolish and greedy? Why or why not?	
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IV. HOMEWORK: (2')

- Asks Ss to do exercise 6-P.30
- Has Ss to prepare: Read - P.41
- + *Vocabulary*: Cruel, (to) marry, upset, harvest festival, prince, fairy
- + *Grammar*: Use the past simple to tell a story