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| **School: ………………………………………..** | **Date:……………………………………..** |
| **Class: …………………………….....................** | **Period: ………………………………….** |

**UNIT 2: Life in the past**

**Lesson 2.2: Grammar (Pages 19 & 20)**

**1. Objectives**

By the end of this lesson, students will be able to…

**1.1. Language knowledge/ skills**

- learn and use “***used to***”.

- produce sentences using “***used to***”

- improve Grammar and Speaking.

**1.2. Competences**

- improve Ss’ communication, collaboration, analytical, and critical thinking skills.

**1.3. Attributes**

- cultivate a heightened curiosity for diverse learning methodologies.

**2. Teaching aids and materials**

**- Teacher’s aids:** Student’s book and Teacher’s book, class CDs, DCR– Phần mềm tương tác trực quan, DHA – Ứng dụng trò chơi tương tác, projector / interactive whiteboard /TV (if any), PowerPoint slides.

**- Students’ aids:** Student’s book, Workbook, Notebook.

**3. Assessment Evidence**

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| **Performance Tasks** | **Performance Products** | **Assessment Tools** |
| - Unscramble the sentences. | - Ss’ answers. | - Observation/feedback. |
| - Read about ***used to***, and fill in the blanks. | **-** Ss’ answers. | - Observation. |
| - Listen, check, and repeat. | - Ss’ answers. | - Observation/feedback. |
| - Identify the mistakes | - Ss’ answers. | - Observation/feedback. |
| - Write complete sentences. | - Ss’ answers. | - Observation/feedback. |
| - In pairs: Talk about things students ***used to*** do when they were younger, then use ***would*** to give additional information. | - Ss’ answers/ presentations. | - Observation/feedback. |
| - Share the ideas with the class. | - Ss’ answers. | - Observation/feedback |

**4. Procedures**

**A. Warm-up: 5 minutes**

a. Objectives: To introduce the grammar point: “***used to***”.

b. Content: Share the ideas with the class.

c. Expected outcomes: Ss can unscramble the sentences with “***used to***”.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| ***Warm-up activities: Competition time:*** |  |
| - Ask Ss to form groups of 5. | - Form groups of 5. |
| - Give Ss instructions and one example. | - Follow the instructions. |
| - Give Ss some sentences to unscramble. | - Unscramble the sentences in a team/group. |
| - Check the answers. | - Check the answers. |
| ***Unscramble sentences:***  *1. very long. /short hair now, / Liz has got /but it used to be*  *2. she was a child./Helen / a piano / used to have /when /*  *3. When /I didn't use to/I was younger, /like tomatoes.*  *4. I used to eat/ I was a kid./broccoli /when*  *5. I don't read / read a lot of books, /but /much these days./ I used to* | ***Suggested answers***  *1. Liz has got short hair now, but it* ***used to be*** *very long.*  *2. Helen* ***used to have*** *a piano when she was a child.*  *3. When I was younger, I* ***didn't use to like*** *tomatoes.*  *4. I* ***used to eat*** *broccoli when I was a kid.*  *5. I* ***used to read*** *a lot of books, but I don't read much these days.* |

**B. New Lesson (35’)**

**1. Presentation (15’)**

a. Objectives: To help Ss understand how to use “***used to***”.

b. Content: Tasks a and b.

c. Expected outcomes: Ss can make sentences using “***used to***”.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task a:** **Read about used to, then fill in the blanks.** |  |
| - Ask Ss to work individually and complete the task (using the DCR/ PPTs slides). | - Fill in the blanks. |
| - Ask Ss to compare the answers with a partner. | - Compare the answers with a partner. |
| - Check Ss’ answers around the class. | - Check the answers |
| - Explain the use of “*used to*” (using the DCR/ PPTs slides. | - Listen to the teacher’s instructions and take notes. |
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| **Task b:** **Listen and check. Listen again and repeat.** |  |
| - Play audio. Ask students to listen and check their answers. | - Listen and check. |
|  | ***Answer Keys:*** |
| - Play audio again. Ask students to listen again and repeat. | - Listen and repeat. |

**2. Practice (15’)**

a. Objectives: To help Ss practice the use of “***used to***”.

b. Content: Tasks c and d.

c. Expected outcomes: Ss can practice the use of “***used to***” and when to use them.

d. Organization:

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| **Teacher’s activities** | **Students’ activities** |
| **Task c: Underline the mistakes and write the correct words on the lines** |  |
| - Demonstrate the activity using the example. | - Listen to the instructions |
| - Ask Ss to underline the mistakes and write the correct words on the lines. | - Complete the task. |
| - Have pairs check each other's work. | - Compare the answers with a partner. |
| - Pick some Ss to share their answers with the class. | - Read the sentences out loud. |
| - Check and correct Ss’ answers. | - Correct the answers |
|  | ***Answer Keys:***  *1. to used -> used to*  *2. used -> use*  *3. traveled -> travel*  *4. used -> used to*  *5. went -> go*  *6. use to loved -> used to love* |
| **Task d: Write sentences using the information in the table with either used to (if there's no past time phrase) or would (if there's a past time phrase).** |  |
| - Demonstrate the activity using the example. | - Listen to the instructions. |
| - Ask Ss to write sentences using the table | - Complete the exercise and write full sentences. |
| - Have pairs check each other's work. | - Check the answers with a partner. |
| - Ask some Ss to share their answers with the class. | - Read the sentences out loud. |
| - Check Ss’ answers. | - Correct the answers. |
|  | ***Answer Keys:***  *1. I used to live in Tokyo.*  *2. My sister used to work in a market stall.*  *3. I would do arts and crafts in the yard when I was little.*  *4. I used to have a dog called Twiglet.*  *5. My brother would travel to the beach every summer back then.* |

**3. Production (5’)**

a. Objectives: To help Ss produce sentences using “would”.

b. Content: Different methods to study English.

c. Expected outcomes: Ss can compare and contrast their study methods with other students, using “would” for repeated past actions.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task e. In pairs: Ask and answer questions about things you used to do after school, on the weekends, and during holidays when you were younger, then use would to give additional information.** |  |
| - Divide the class into pairs. | - Work in pairs. |
| - Have students ask and answer questions about things they used to do and give additional information... | - Ask and answer questions. |
| - Have some students demonstrate the activity in front of the class. | - Watch the demonstration. |
| - Monitor the class and help them if necessary. | - Work in pairs to share the ideas/ sentences. |
| - Ask some Ss to share their ideas. | - Share the ideas with the class. |
|  | **Suggested answers:**  *1. What did you use to do after school when you were younger?*  *I often used to walk around the park with my mom. I would play on the playgrounds too.*  *2. What did you use to do on the weekends when you were younger?*  *I used to stay at my grandma's. She would sometimes buy me ice cream.*  *3. What did you use to do during holidays when you were younger?*  *I used to go on trips with my cousins. We would sing and play games.* |

**C. Consolidation and homework assignments (5’)**

**- Speaking:** Ask and answer the question below with your partner, using “***used to***”

***What did you use to eat on your birthday when you were younger?***

**Suggested answers:** *When I was younger, I* ***used to eat*** *chocolate cupcakes on my birthday.*

* Review “***used to***”
* Make sentences using “***used to***” in SB.
* Prepare for the next lesson (Pronunciation & Speaking - pages 20 & 21 - SB).
* Play the consolidation games on [www.eduhome.com.vn](http://www.eduhome.com.vn/)

**5. Reflection**

a. What I liked most about this lesson today:

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b. What I learned from this lesson today:

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c. What I should improve for this lesson next time:

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