

*ENGLISH 9*

*UNIT 4: OUR LIFE IN THE PAST*

*LESSON 1: GETTING STARTED*

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**UNIT 4: LIFE IN THE PAST**  
**Lesson 1: Getting started (P40)**

**I. Learning outcome:** By the end of the lesson, the students will be able to:

- Talk about entertainment and events in the past.
- Use 'used to' for past habits.

**Structures:**


Used to + V

**II. Materials and references:** Textbook, lesson plan, chalk, color chalk, sub-board, handouts, students' books, recording.

\* English grade 9 - Unit 4- Lesson 1: Getting started

**III. Anticipated problems:** Students may have difficulty in finding past events.

**IV. Proposed solutions:** Teacher can give some suggestions.

<b>LESSON PROCEDURES</b>			
<i>Competence</i>	<i>Learning activities</i>	<i>contents</i>	<i>Modes</i>
<b>WARM UP (3')</b> Helping to warm up the class and lead in the new lesson.			
communicative	<p><b>* Chatting</b></p> <ul style="list-style-type: none"> <li>- T ask students.</li> <li>? What do you often play at your break time?</li> <li>? What did people use to do for entertainment in the past?</li> <li>-&gt; Lead to content of the lesson</li> </ul>		T and Students
<b>PRE-TEACHING (2')</b>			
communicative  creative	<ul style="list-style-type: none"> <li>- T shows a pictures and asks:</li> <li>?How many people are there in the picture?</li> <li>? Can you guess what they are talking about?</li> <li>- Ss guess the content through the picture.</li> <li>- T calls some Ss to speak out</li> </ul>		T - whole class
<b>WHILE-TEACHING (24')</b> Help sts know more about children's pastimes in the past.			

<p>self - learning</p>	<p>-T lets Ss listen to the tape for the first time to check whether the guessing is right or wrong.          - T and Ss check the guessing again.          - T plays the tape for the second time and asks Ss to follow.          - Call two students to practice the dialouge</p>		<p>T - whole class</p>										
<p>self - learning comprehension</p>	<p><b>Act 1.a.</b>          * T says: “ You’ve just listened to the conversation between Nguyen and his father. Now, you have 2 minutes to do activity 1.a and then have 1 minute to work in pairs”.          - T calls some pairs to ask and answer.          - T check with the class</p>	<p><b>II. Volunteer activities</b>  <b>Act 1.a</b></p> <ol style="list-style-type: none"> <li>1. Father makes kites for sons</li> <li>2. Once every two months</li> <li>3. They used to come early, try to get a place near the screen.</li> <li>4. Only wealthy households.</li> <li>5. Yes, he does. He said: “Sometimes I wish I could go back to that time.”</li> </ol>	<p>Ss - Ss</p> <p>Individual</p> <p>Work in pairs</p> <p>T-whole class</p>										
<p>self - learning</p>	<p><b>Act 1.b</b>          T says: “Turn back to the dialouge, listen and underline the expressions I’m going to read.”          - After Ss underline the expressions, T shows the expressions with their meanings, asks Ss to match each expression with its meaning.          - Call some Ss to read out their answer.</p>	<p><b>Act 1.b</b></p> <table border="1"> <thead> <tr> <th>Expressions</th> <th>Meanings</th> </tr> </thead> <tbody> <tr> <td>1. How cool!</td> <td>a. Expressing agreement</td> </tr> <tr> <td>2. Sure.</td> <td>b. Expressing a wish</td> </tr> <tr> <td>3. Wow, I can’t imagine that.</td> <td>c. Expressing appreciation</td> </tr> <tr> <td>4. I wish I could go back to that time.</td> <td>d. Expressing surprise</td> </tr> </tbody> </table>	Expressions	Meanings	1. How cool!	a. Expressing agreement	2. Sure.	b. Expressing a wish	3. Wow, I can’t imagine that.	c. Expressing appreciation	4. I wish I could go back to that time.	d. Expressing surprise	<p>T and Students</p>
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<p>self - learning</p>	<p><b>Act 1.c</b>          - T says: “Use the expressions in Act 1.b to complete the short conversation in act 1.c”          - Then, T asks them to work in pairs to practice those short conversations.          - Call some Ss to practice</p>	<p><b>Act 1.c</b></p> <ol style="list-style-type: none"> <li>1. Sure.</li> <li>2. I can’t image that.</li> <li>3. How cool!</li> <li>4. I wish I could go back to that time.</li> <li>5. How cool!</li> <li>6. I can’t image that.</li> </ol> <p><b>Act.2</b></p>	<p>Individual</p> <p>Pair work</p> <p>T-whole class</p>										

self - learning	<p><b>Act.2</b> T says: “who can repeat the tradition in Nguyen’s family?” - T shows other customs and traditions which are not completed, asks Ss to complete with the given words. - Call some Ss to complete the sentences ( T can ask Ss why they choose that option)</p>	<ol style="list-style-type: none"> <li>1. A <b><u>loudspeaker</u></b> is used to make the sound much louder so that many people can hear it from a distance.</li> <li>2. Every country has its own customs and <b><u>traditions</u></b>.</li> <li>3. There is always a big gap between <b><u>generations</u></b>. The old sometimes find it difficult to understand the young.</li> <li>4. People in the past were slower in accepting <b><u>technological</u></b> changes than they are today.</li> <li>5. Traditionally, weddings and funerals are considered important village <b><u>events</u></b> in Viet Nam.</li> <li>6. A wedding is <b><u>a special occasion</u></b>, not only for the bride and groom but also for other attendants as they can meet friends and relatives</li> </ol>	<p>T-whole class</p> <p>Individual</p> <p>T-Students</p>
<p><b>POST-TEACHING (15’)</b> Helping Students talk about past events and practices in your area.</p>			
Collaboration	<p><b>Act.3</b> - T asks Ss: what did Nguyen’s father and the village do for entertainment in the past? - T lets Ss join “Chain game” , discuss the topic what people used to do for entertainment in their area in groups and then present them to the class. - T shows the rule of the game. - T asks Ss to pay attention to the structure used to talk about past habits. T can model with a St. -Ss work in groups. - T calls and Ss present.</p>	<p><b>Act.3</b> <b>Chain game: the class is divided into groups of four. Each group has to complete the presentation within 3 minutes. Each player has to repeat everything that has been said before, the last member to speak has to mention every sentence which the other members of the group have mentioned before. Which group can complete the presentation within 2 minutes will receive gifts.</b></p>	<p>T- Whole class</p> <p>work in groups</p>
<p><b>OUTCOME AND HOMEWORK (1’)</b></p>			
self learning	<p>- T asks Ss to write homework. - Ss write homework.</p>	<ol style="list-style-type: none"> <li>1. Write about the past events in your areas</li> <li>2. Prepare for A closer look 1</li> </ol>	<p>- Write down and listen T’s guideline</p>