

Week:  
Period:

Date of planning:  
Date of teaching:

## UNIT 9: NATURAL DISASTERS

### Lesson 3: A closer look 2

#### I. OBJECTIVES

By the end of this lesson, Ss will be able to:

##### 1. Knowledge

Grammar: How to use “The past continuous”

Structure	Examples
Affirmative sentences: S + was/ were + V_ing	She was doing her homework at 8 o'clock last night.
Negative sentences: S + was/ were not + V_ing	She was not doing her homework at 8 o'clock last night.
Questions: Was/ were + S + V_ing?	Was she doing her homework at 8 o'clock last night?

##### 2. Competences

- Develop communication skills and creativity
- Be collaborative and supportive in pair work and teamwork
- Actively join in class activities

##### 3. Personal qualities

- Develop awareness of *Natural disasters*.
- Be concerned to *Natural disasters*.

#### II. MATERIALS

- Grade 8 textbook, Unit 9 - A closer look 2
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- Phần mềm tương tác hoclieu.vn

#### III. PROCEDURES

##### 1. WARM-UP (5 mins)

###### a. Objectives:

- To create an active atmosphere in the class before the lesson.
- To lead into the new lesson.

###### b. Content:

Questions and answers.

###### c. Expected outcomes:

Ss can use suitable answers to teacher's questions.

###### d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<ul style="list-style-type: none"><li>- Teacher says one sentence about himself, using past continuous.</li><li>- Teacher invites some Ss to answer the question. (teacher writes the question and Ss' answers on the board. If Ss don't use the past continuous, still</li></ul>	<b>I was watching TV at 8 pm yesterday. What were you doing?</b>

accept their answers) - Teacher underlines the form of the past continuous in the sentence, and then corrects Ss's answers if they don't include the past continuous in their answers. - Teacher tells them that they are going to learn the past continuous and leads to the lesson.	
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## 2. ACTIVITY 1: PRESENTATION (8 mins)

### a. Objectives:

To introduce the form and use of the past continuous.

### b. Content:

Form and use of the past continuous.

### c. Expected outcomes:

Ss know the form and how to use the past continuous.

### d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
- Teacher draws Ss's attention to the sentences on the board and asks "What is the form of the past continuous?" - Teacher invites some Ss to answer the questions, then writes their answers on the board. - Teacher confirms the correct answer.	<b>- Form of the past continuous:</b> Affirmative sentences: S + was/ were + V_ing. Negative sentences: S + was/ were not + V_ing. Questions: Was/ were + S + V_ing? <b>- The use of the past continuous:</b> We use the past continuous to describe: +) an action that was happening at a particular time in the past. +) a past action that was happening when another action interrupted it. We use the past simple for the action that interrupted it. Notes: +) We can use when or while before the past continuous. +) We can only use when before the past simple.

## 3. ACTIVITY 2: PRACTICE (22 mins)

### a. Objectives:

- To help Ss practice the form of the past continuous.
- To help Ss distinguish the past simple and the past continuous.
- To give further practice with the past continuous.
- To help Ss ask and answer the questions using the past continuous.

**b. Content:**

- Complete the sentences by putting the verbs in brackets into the past continuous.
- Circle the correct answer to complete each sentence.
- Look at the picture and write what each person in Lan's family was doing when the earthquake happened. Use the given word and phrases from the box.
- Form questions using the past continuous. Then in pairs, ask and answer the questions.

**c. Expected outcomes:**

Ss can distinguish the past simple and the past continuous; further practice the past continuous through different exercises.

**d. Organisation**

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
<b>Task 1. Complete the sentences by putting the verbs in brackets into the past continuous. (7 mins)</b>	
<ul style="list-style-type: none"><li>- Teacher asks Ss to work in pairs and do the exercise.</li><li>- Ss do the exercise, then compare their answers with an other pair.</li><li>- Teacher invites some Ss to share their answers.</li><li>- Teacher confirms the correct answers.</li></ul>	<b>Answer key:</b> 1. were helping 2. was snowing 3. was working 4. were ... doing, was watching 5. were ... crying
<b>Task 2. Circle the correct answer to complete each sentence. (5 mins)</b>	
<ul style="list-style-type: none"><li>- Teacher asks Ss to work individually and do the exercise.</li><li>- Teacher asks Ss to compare their answers with a partner.</li><li>- Ss discuss with their friends if there are any differences between their answers.</li><li>- Teacher checks students' answers as a class.</li><li>- Teacher confirms the correct answers.</li></ul>	<b>Answer key:</b> 1. donated 2. were you doing, was sleeping 3. were camping, came 4. ran, moved 5. wasn't reading, was watching
<b>Task 3. Look at the picture and write what each person in Lan's family was doing when the earthquake happened. Use the given word and phrases from the box. (5 mins)</b>	
<ul style="list-style-type: none"><li>- Teacher asks Ss who they can see in the picture and what they are doing.</li><li>- Teacher describes the situation to Ss and asks them to describe the actions of the people in the picture, using the past continuous and the words/ phrases given in the box.</li></ul>	<b>Answer key:</b> 1. Lan's grandparents were watching TV. 2. Lan's/ Her mother was reading a book. 3. Lan's/ Her father was drinking tea.

<ul style="list-style-type: none"> <li>- Teacher has Ss do this exercise individually and then compare their answers with another classmate's.</li> <li>- Teacher invites some Ss to write their answers on the board.</li> <li>- Teacher checks the answers with the whole class and confirms the correct answers.</li> </ul>	<p>4. Lan was talking on the phone. 5. Lan's/ Her brother was drawing.</p>
<b>Task 4. Form questions using the past continuous. Then in pairs, ask and answer the questions. (5 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher asks Ss to read the example carefully and explains what they have to do.</li> <li>- Teacher asks Ss to work in pairs to do this activity. They make questions and then practise asking and answering.</li> <li>- Teacher invites some pairs to ask and answer the question in front of the class.</li> <li>- Teacher comments on their answers and accepts different answers provided that they are correct and logical.</li> </ul>	<p><b>Answer key:</b></p> <p>1. Were you having dinner at 7 o'clock yesterday evening? 2. Were you doing your homework at 8 o'clock yesterday evening? 3. Were you watching a film at 9 o'clock yesterday evening?</p>

#### 4. ACTIVITY 3: PRODUCTION - Memory challenge (7 mins)

##### a. Objectives:

To help students practise the past continuous via a game.

##### b. Content:

Work in groups. Take turns to say a sentence that describes what each person in the picture was doing.

##### c. Expected outcomes:

Ss can say sentences to describe what each person in the picture was doing.

##### d. Organisation

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
<b>Task 5. Work in groups. Take turns to say a sentence that describes what each person in the picture was doing. (7 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher divides Ss into groups and assigns a group leader to keep watch of the game.</li> <li>- Teacher explains the rule of the game: The picture shows a class at break time. Now work in groups. Look at the picture for one minute. Take turns to say a sentence that describes what each person in the picture was doing. You score one point for every correct sentence. The student with the highest score in each group wins.</li> <li>- Teacher has groups play the game in about</li> </ul>	<p><b>Suggested answers:</b></p> <ul style="list-style-type: none"> <li>- Mai was reading.</li> <li>- Phong and Nick were playing chess.</li> <li>- Lan and Ann were singing.</li> <li>- Nam was cleaning the board.</li> <li>- Mi and Ha were talking.</li> </ul>

3-5 minutes.	
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- Teacher invites some groups to perform the game in front of the whole class and comments on their performance.	
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**5. CONSOLIDATION (3 mins)**

**a. Wrap-up**

Teacher asks Ss to summarise the main points of the lesson.

**b. Homework**

- Remember the form and use of the past continuous.
- Do exercises in the workbook.
- Prepare for Lesson 4 - Communication