**Period**

**LESSON PLAN**

**TIẾNG ANH 10 FRIENDS GLOBAL**

**UNIT 2: ADVENTURE**

**LESSON 2D: CONTRAST: PAST SIMPLE AND PAST CONTINUOUS**

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

**1. Knowledge:**

- understand the contrast between past simple and past continuous

**- Grammar:** past simple and past continuous

- main skills: listening and speaking skills

- sub skills: reading and writing skills

- Use those two tenses properly in exercises and daily conversation.

**3. Quality:**

- have positive attitude in English language learning so that they can participate enthusiastically in all classroom activities, especially with the topic conducted by the teacher

- know how to distinguish the use of the past simple and the past continuous

**II. TEACHER AIDS AND LEARNING MATERIALS:**

Lesson plan, PPT slides, student’s book, workbook, notebook, personal computer (if any), projector/TV, speakers, IWB software.

**III. PROCEDURES:**

**A. Warm-up (6’)**

**a) Objective:** Introduce the new lesson and set the scene for Ss to acquire new language; get students' attention at the beginning of the class by means of enjoyable and short activities as well as to engage them in the steps that followed.

**b) Content:** Task 1 page 26.

**c) Outcomes:** Students can gain more confidence and interest in the lesson.

**d) Competence:** communication, collaboration, critical thinking

**e) Organisation of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENT’S ACTIVITIES** | **CONTENTS** |
| **WARM-UP.** T-Ss/ S-S/ Indiv  **Activity 1 (4’):** Listen and answer the questions.  There are 2 slides with the same pictures describing the story in task 1. The first slide contains music. Teacher can choose freely between these two to excite the class.   * Ask students to listen to the story and answer the questions. * Play the audio. The pictures will be played automatically. * Invite some students to share the answers. * Check the answers.   **Activity 2 (2’):** Underline all the past simple and past continuous forms in the text.   * Ask students to open the book page 26 and look at the text in task 1. * Ask them to underline all the past simple and past continuous forms in the text. * Check the answers. * Lead to the topic of the lesson. | * Listen carefully to the teacher. * Listen to the story and answer some questions. * Volunteer to answer. * Check the answers with the teacher. * Open the coursebook page 26. * Underline. * Check the answers with the teacher. * Listen to the teacher. | ***Answers:***  He is on the shore at the start.  He is in the sea at the end.  ***Answers:*** |

**B. New lesson (34’)**

* **Activity 1: Presentation (10’)**

**a) Objective:** Remind students forms and usages of past simple tense and past continuous tense. Students can distinguish these two tenses.

**b) Content:**

*Listening*

*Grammar*

**c) Outcomes:** Students can apply the useful language in everyday conversations.

**d) Competence:** communication, presentation, presentation

**e) Organisation of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENT’S ACTIVITIES** | **CONTENTS** |
| **PRESENTATION.** T-Ss/ S-S/ Indiv.  **Activity 1 (4’):** Remind forms and usages of past continuous tense and past simple tense.   * Present affirmative, negative, and interrogative forms of these two tenses. * Highlight the structures. * Review the usages of each tense and give examples. (Teacher can invite students to make sentences.)   **Activity 2 (3’):** Distinguish past simple and past continuous.   * Ask students ‘If there are two events in the past, how can we use these two tenses?’. * If the students can get the answer, praise them. If there isn’t any response, show them how to use. * Give some examples to clarify.   **Activity 3 (3’):** Introduce ‘Learn This! Box’.   * Ask students to read it silently and highlight some main points. * Clarify ways to use past simple and past continuous if there are some events in a past in a sentence. | * Listen carefully to the teacher. * Take note. * Raise hand to answer. * Listen to the teacher and take note. |  |

* **Activity 2: Practice (19’)**

**a) Objective**: Students know more about past simple tense and some irregular verbs.

**b) Content:**

*Speaking*

*Grammar*

**c) Outcomes**: Students know how to use past simple and past continuous in everyday conversations**.**

**d) Competence:** communication, collaboration, presentation

**e) Organisation of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENT’S ACTIVITIES** | **CONTENTS** |
| **PRACTICE.** T-Ss/ S-S/ Indiv.  **Activity 1 (2’):** Task 2 page 26.   * Ask students to match sentence 1-6 with rules a-c. * Check the answers.   **Activity 2 (3’)**: Task 3 page 26. GAME ‘WHALE RESCUE’   * Ask students to complete the sentences using the past continuous or past simple form of the verbs in brackets to rescue the whale in the story. * With each completed sentence, it will rain, and the sea level will raise to help the poor whale. * Invite some students to complete the sentences. * Check the answers.   **Activity 3 (4’):** Task 4 page 26.   * Ask students to put the sentences from exercise 3 in the correct order to continue the story. * Play the audio. * Check the answers.   **Activity 4 (2’):** Present ‘Look Out!’ box.   * Introduce the box and highlight some main points.   **Activity 5 (5’)**: Write 5 sentences using past simple and past continuous. Use while/ as or when.   * Ask students to make sentences using suggested words on the screen with proper use of tense. * Yellow words are for activities and red words are for interruptions. * Invite some students to share their answers. * Check the answers.   **Activity 6 ( 3')** : Pair- work. Task 6 page 26.   * Ask students to work in pairs to discuss what happened next in Harry's story. Ask students to use the questions below and sentences from 5 to help. * Provide some questions for students to prepare the story. * Invite some pairs to share their ideas. They can use the questions or their own ideas. * Correct students' pronunciation and grammar. | * Complete the task. * Check the answers with the teacher. * Volunteer to do the task. * Get bonus. * Check the answers with the teacher. * Put the sentences in the correct order. * Listen and check. * Check the answers with the teacher. * Look at the box and take note or highlight important things. * Listen to the teacher carefully and do the task. * Volunteer to answer. * Check the answers with the teacher. * Work in pairs and discuss. * Create the story. * Volunteer to answer. | Answers:        ***Answers:***  1. was listening; started  2. fell; realized; jumped  3. swam; came; climbed; were arguing  4. began; was deciding; heard  ***Answers:*** |

* **Activity 3: Outcomes (5’)**

**a) Objective:** Students listen to the story and check how different their ideas to the real story. Communication is also be practiced.

**b) Content:** Task 7 page 26

**c) Outcomes:** Ss speak and listen mutually, they can apply the structure of past simple or some adjectives to their conversations.

**d) Competence:** Presentation, communication, guessing

**e) Organisation of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENT’S ACTIVITIES** | **CONTENTS** |
| **PRODUCT**. T- Ss/ S-S/ Indiv   * Play the recording. * Ask students to compare the story and their story to see how different they are. * Invite some students to share some differences. * Encourage students to talk more. | * Listen and check. * Compare the stories. * Volunteer to share their ideas. |  |

**C. Consolidation (3’)**

**Grammar: the use of past simple and past continuous**

**D. Homework (2’)**

- Learn by heart simple all the structures

- Do exercise

- Prepare: Unit 1 – E-Work skills (page 27 – SB)