Date of preparing: ………………………………….

Date of teaching: ………………………………….

**Period …**

**UNIT 7: MOVIES**

**Lesson 2 - Part 2 (Page 58) –Grammar**

**I. OBJECTIVES**

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

**1. Knowledge**

- use the Past Simple with "to be" was/ were to talk about completed events, states, or actions.

**2. Ability**

- improve the use of language, writing, speaking skills.

- develop the ability to communicate and cooperate with their partners, to self-study, to solve problems and other skills

**3. Quality**

**-** have positive attitude in English language learning so that they actively participate in all classroom activities, especially with the topic “movies”.

**II. TEACHING AIDS AND LEARNING MATERIALS.**

Lesson plan, PPT slides, student’s book, workbook, notebook, personal computer (if any), projector/TV, speakers, DCR & DHA on EDUHOME, handouts…

**III. PROCEDURES**

**A. Warm up (5’)**

**a) Objective:** To review adjectives Ss have learnt, help them relax and feel motivated

**b) Content:** Playing "Bingo"

**c) Product:** Ss can use adjectives they learnt correctly

**d) Competence**: communication, understanding instructions

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Ss’ activities** |
| **BINGO** (Teacher - whole class)- Ask each student to get a small piece of paper and write down 5 of the adjectives from the previous lesson- Prepare a list of adjectives: disappointing, exciting, amazing, boring, fantastic, terrible, funny, awful, great, gripping, scary, hilarious, violent, moving, socking, ...- Give instruction to the game: Every time the T calls out an adjective, if anyone has the same word, they cross it out. The first person to cross out all 5 adjectives shouts "Bingo" and wins the games.- Call out each word in a loud voice | - Write 5 adjectives on a piece of paper- Listen to the teacher carefully- Cross out the words the T calls out, if any |

**B. New lesson (35’) - Grammar**

**a) Objective:** To help Ss understand and use the past simple tense with "to be"

**b) Content:** Circling the correct verbs, completing the table and dialogue

**c) Products:** Ss can use the past simple to talk about completed events, states, or actions.

**d) Competence**: Collaboration, communication, critical thinking, public speaking

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Ss’ activities** |
| \* ***Presentation***:***a. Listen and repeat.*** - Have Ss look at the picture.- Play the audio- Play the audio again*-* Explain the use of the past simple tense with "to be"- Make sure Ss understand the key terms: completed event, states, or actions- Emphasize that the verb “to be” is mainly used for states***\* Practice***:**b.** ***Circle the correct verbs***. - Demonstrate the exercise using the example (EX1)- Ask student to read the sentences and circle...- Give feedback**c**. ***Look at the table and complete the dialogue***.- Demonstrate the activity by using the example.- Have Ss write Ann’s answers- Check Ss’ answers**d**. ***Now, practice the conversation with your partner***.- Ask Ss practice the dialogue in pairs- Ask each pair to replace the provided information with their own information and continue to practice for fluency- Call some pairs to role-play the dialogue in front of the class**Optional activity (**If time is given)* Have Ss practice similar conversation in pairs by replacing Ann’s answers with others
* Walk around and give support if necessary
* Have some volunteers deliver the conversation in front of the class
 |  - Listen and read the speech bubbles - Listen and repeat  - Look at the grammar explanation/ grammar table  with the different forms - Listen and copy down in their notebooks - Read the sentences aloud  - Listen carefully - Read the sentences and circle the correct verbs (individual work) - Give the answers \* Answers: 2. was 3. was 4. were  5. Were 6. was - Read the dialogue carefully - Write Ann's answers and compare the answers with their partners\* *Answer keys*: 1. It was the Great Bananas. 2. Yes, it was very funny.3. It was on at 4: 45 p.m.4. They were Time 7 and Earth life. 5. They were exciting.6. They were on at 7:30 p.m. and 9 p.m.  - Work in pairs to practice the conversation - Demonstrate the dialogue in front of the class -Work with another partner to practice similar conversations-Deliver conversations/ Observe  |

**C. Consolidation (3’)**

**-** Go over the grammar point again to make sure students have clearly understood the use of the simple past tense with different forms of the verb “to be”

**D. Homework (2’)**

**-** Prepare for the new lesson on page 59

- Do the Listening and Grammar exercises on page 41 in the workbook