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