**Period**

**LESSON PLAN**

**TIẾNG ANH 10 FRIENDS GLOBAL**

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| **TEACHER’S ACTIVITIES** | **STUDENT’S ACTIVITIES** | **CONTENTS** |
| **PRACTICE.** T-Ss/ S-S/ Indiv.  **Activity 1(8’):** Group work. Read the ‘Learn this!’ box. Match all the past simple forms with rules a- d in the box.   * Have students read the box and match all the past simple verbs in exercise 2. * Check the answers. * Provide some popular regular and irregular verbs for students to learn by heart.   **Activity 2(5’):** Listen and complete the text with the verbs in the bracket.   * Play the audio for the students. * Show the answers.   **Activity 3(7’):** Complete the sentences with the adjectives below & the past simple form of the verbs in brackets.   * Have students complete the exercise 5 * Check the answers. | * Read the box and work in group to match. * Check the answers with the teacher. * Take note. * Listen carefully and do the task. * Check the answer with the teacher. * Do the task. * Check the answers with the teacher. | Timeline  Description automatically generatedDiagram  Description automatically generated  ***Answer:***  1. were 2. won 3. gave 4. spent  5. got 6. was 7. decided 8. had  9. began 10. said  Graphical user interface, text, application  Description automatically generated ***Answer:*** |

**UNIT 1: FEELINGS**

**LESSON 1B: PAST SIMPLE (AFFIRMATIVE)**

**I. OBJECTIVES:**

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

**1. Knowledge:**

- Review the simple past tense of some verbs

**- Grammar:** simple past affirmative

**2. Ability:**

- main skills: reading and writing skills

- sub skills: listening and speaking skills

- Use the past affirmative properly in exercises as well as everyday conversations.

**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 use the past tense precisely

**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 (8’)**

**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:** Ask students two questions in exercise 1 and find verbs which are in simple past tense.

**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  *THINK*   * Ask students 2 questions in exercise 1. * Correct students’ pronunciation if necessary. * Ask students to read the text and answer the question. * Have students underline and count all the past simple verbs form in the text. * Lead in the topic of the lesson ‘Past Simple’ | * Answer 2 questions, volunteer to share their opinions. * Read the text on the screen or in the book and answer the question. * Underline and count. * Notice what the teacher said. | ***Questions:***   1. Is there a lottery in your country? 2. Do you think it is a good idea to buy tickets? Why?/ Why not?   **Question:** ‘Are all lottery winners happy?’  ***Suggested answer:***  People are not always happy when they win the lottery. People can make bad decisions. |

**B. New lesson (32’)**

* **Activity 1: Presentation (5’)**

**a) Objective:** Review student simple past tense in affirmative form

**b) Content:** Students review how to use affirmative form of action verbs and ‘to be’ verbs in past simple tense.

**c) Outcomes:** Students can apply the useful language in everyday reading and writing.

**d) Competence:** communication, presentation

**e) Organisation of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENT’S ACTIVITIES** | **CONTENTS** |
| **PRESENTATION.** T-Ss/ S-S/ Individual.   * Review the usage of past simple. * Show the structure for action verbs and ‘to be’ verbs in affirmative form. * Have students take note. | * Listen to the teacher and take note. * Take note. | Timeline  Description automatically generatedTable, timeline  Description automatically generated with medium confidence |

* **Activity 2 Practice (20’)**

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

**b) Content:**

*Grammar study*

*Writing*

**c) Outcomes: Ss how to use irregular and regular verbs in past simple properly.**

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

**e) Organisation of the activity:**

* **Activity 3: Outcomes (7’)**

**a) Objective:** Ss can answer questions to describe feelings in some situations in the past. Communication is also be practiced.

**b) Content:** ‘Avenger’ Game

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

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

**e) Organisation of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENT’S ACTIVITIES** | **CONTENTS** |
| **PRODUCT**. T- Ss/ S-S  **Activity 1(7’):** ‘Avenger’ Game.   * Divide class into groups, ask students to pick one number from 1 to 10 and make a sentence with each picture. * Check students’ answer and give bonus. | * Volunteer to play game and make sentences. | A picture containing text, indoor  Description automatically generated |

**C. Consolidation (3’)**

**a) Vocabulary:** adjectives to describe feelings

**b) Grammar:** Past Simple (Affirmative)

**D. Homework (2’)**

- Learn by heart simple past form of the irregular verbs

- Review simple past affirmative structure

- Do exercise

- Prepare: Unit 1 – C-Listening (page 13 – SB)