**LESSON PLAN**

Week: ……

Period: ……

Date of teaching: …………………

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|  | **TEXTBOOK: FLUENCY PLUS 6**  **Unit 4: AMAZING FESTIVALS**  **Lesson 2 – Grammar: Past Continuous** |  |

**A. OBJECTIVES**

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

**1. Core competences**

- Comprehend the usage of the past continuous tense

- Can apply these usages to doing the exercises.

**2. General competences**

- *Communication and collaboration*:work in pairs/groups to describe, ask and answer about festivals.

- *Problem-solving and creativity*: describe the pictures as detailed as possible.

**3. Attributes**

- *Kindness:* help partners to complete learning tasks.

- *Diligence:* work hard to complete learning tasks.

- *Honesty:* talk about what they were doing one hour before last Christmas Eve

- *Responsibility:* appreciate kindness

- *Leadership:* collaborate with teachers to enhance language skills.

**B. LANGUAGE FOCUS AND SKILLS**

**1. Vocabulary**

- *Vocabulary:* activities in festivals

- *Recycled vocabulary:* from Reading section (verbs related to Mid-Autumn festival)

**2. Skills:** Listening, speaking, reading and writing.

**C. RESOURCES AND MATERIALS**

- Student book – page 40

- Audio: Audio 4.01

- Lesson plans

- Teacher’s Guide

- Computer, projector, ….

**\*Culture notes:** Students know more about festivals in Việt Nam.

**D. LEARNING EXPERIENCES**

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| **Teacher’s activities** | **Students’ activities** | **PowerPoint** |
| **WARM-UP/REVIEW (5 minutes)**  ***Objective:*** *To help students brainstorm the verbs* | | |
| **\*Greeting**  - Greet the students:  *“Hello, how are you?”*  *“I’m fine, thank you. Please sit down.”*  **\*Game:** ***“A-W Verbs”***  - Show slide 3 on the screen to play the game “A-W Verbs” and introduce the game to the students.  - How to play:   * *Split the class into teams.* * *Each team writes the verbs starting with the letters A-W in the alphabet.* * *For example: A – add, B – buy,…* * *The team that finished all the verbs first is the winner.*   - Give students 5-7 minutes to work in groups and list all the words.  - Go around the class to control the class and prevent cheating.  - Check students’ work. Ask the quickest team to list all the verbs they have written.  - Call the other teams to have more options.  - Show the key slide.  - Give compliments to the whole class for playing fair and being creative. | - Greet the teachers.  - Listen and follow the rules.  - Get in teams.  - Listen to the teacher.  - Work in a group.  - List the verbs.  - Give ideas.  - Listen to the teacher. | - Slide 1  - Slide 2  - Slide 3  - Slide 4 |
| 🡪**Expected outcomes and assessment**  - *Task completed with excellence:*Students can list the verbs quickly with variety verbs.  - *Task completed:* Students can list the verbs quickly.  - *Task uncompleted:* Students are unable to list all the verbs. | | |
| **PRESENTATION (10 minutes)**  ***Objective:*** *To help students know and apply Past continuous tense in four skills: Listening, speaking, reading and writing. Ss can distinguish between past simple and past continuous tense and be able to use them correctly.* | | |
| **\*Lead-in:Identify past continuous actions**  - Remind students how they use Present Continuous tense and its form. Give example:  *I****’m*** *listening to music now.*  *I* ***was*** *listening to music at this time yesterday.*  - Introduce past continuous tense by asking students what the differences of the two sentences are.  - Circle “be”, “now”, and “at this time yesterday”. Explain which one to talk about the present and past.  *-* Introduce students are going to study *Past continuous tense*.  **\*Overview: Exercise 1**   * Ask students to complete the task. * Check Ss’ answers in open class and ask them where they can find the answers on page 39. * Check students’ work. Show the clues on the Reading page.   **\*Teaching grammar: Past continuous Tense**   * Guide Ss attention to the Note Box and explain each circumstance of when we use past continuous. * Reminds students that they can find more information in the Grammar reference, Unit 4, page 95. * In pairs, students make sentences like the examples above for each point in the NOTES box. * Ask them to read out their sentences in open class. Encourage them to make questions and negative sentences from their examples.   **\*More practice: Make sentences with the given verbs.**   * Open the A-W Verbs slide. Ask students to give more sentences with Past Continuous tense. * If appropriate, ask students to come up and write them on the board and discuss them as a class if they are correct. * Remind students that stative verbs cannot be used in any continuous tenses. * Praise the students if they have performed well. | - Follow the teacher.  - Answer the questions.  - Follow the teacher.    - Look at the words/phrases they have underlined. Elicit them to form the form of past continuous tense.  - Listen to the teacher.  - Read the Note Box.  - Listen to the teacher.  - Read the Grammar reference.  - Make sentences.  - Read out loud the sentences.  - Look at the screen.  - Give sentences.  - Listen to the teacher. | - Slide 5  - Slides 6-8  - Slide 9  - Slide 4 |
| 🡪**Expected outcomes and assessment**  - *Task completed with excellence:*Students use Past Continuous tense correctly and distinguish between past simple and past continuous tense.  - *Task completed:* Students use Past Continuous tense correctly.  - *Task uncompleted:* Students are unable to distinguish Past Continuous and Past simple tenses. | | |
| **PRACTICE (8 minutes)**  ***Objective:*** *To help students practice listening, speaking, reading, and writing Past continuous tense* | | |
| **\* Exercise 2: Complete the conversation using the past continuous tense**   * Ask students to complete the exercise. * Require Ss to compare answers in pairs. * Checks answer in open class. * Check their answers and ask them to explain their choices. * Go over differences in usage between the past simple and past continuous. It is important to point out that the past continuous tense focuses on a specific moment in the past. * Show the answers. * Require students to practice conversation. * Go around the class, and check students’ pronunciation and intonation. Call some pairs to practice the conversation.   **\*Exercise 3: Describe the pictures.**  - Direct Ss attention to the photos and lists out verbs that could describe them.  - In pairs, students look at the photos and answer the questions in the instruction.  - Ask a few students to share their ideas with the class.  - Encourage students to answer with full sentences and describe the pictures as detailed as possible.  - Show the answers.  **\*Exercise 4: Talk about what they were doing one hour before last Christmas Eve**   * Ask Ss to describe what they were doing one hour before last Christmas Eve. Ask students to work with their friends and complete the exercise. * Go around the class and encourage students to answer in detail and write more than two activities. * Summarize students’ answers by writing keywords/ phrases on the board. * Pay attention to students’ pronunciation and if they use correct tenses or not. * Elicit students’ ideas. Ask them if they find anything interesting about their friends’ ideas. * Praise students’ work.   **\*Exercise 5: Listen and fill in the blanks.**   * Introduces the listening topic: a paragraph about a flower festival. * Ask students to predict words or phrases they might hear in the recording. Explain what kind of word forms they may likely write in the blanks. * Play the audio for students to listen to and complete the exercise. Have them compare in pairs before you check answers in open class. * Encourage students to give reasons for their answers. Focus on the uses and forms of the tenses they used. * Play the audio again and check. * Ask Ss to close their books and retell the trip of the speaker in exercise 5. * Check and praise students’ work.   **\*Extra Practice: Describe the pictures with Past simple and Past continuous tenses**  - Give instructions: Look at the pictures and make sentences with past simple and past continuous.  - Give example with picture 1.  - Remind students to look at the pictures carefully to identify the actions.  - Give students the verbs for each sentence if the students think it’s too hard to give the sentence.  - Call some students to make sentences of the pictures 2-8. Encourage students to share more ideas for each picture.  - In picture 9, there is a big picture. Require students to describe it as detail as possible. Call the students and take turns describing each person/ each pair of people’s activities one by one.  - Check students’ grammar and pronunciation. | - Do the exercise.  - Compare answers in pairs.  - Listen to the teacher.  - Give answers.  - Listen to the teacher.  - Focus on the screen.  - Work in pairs, practice conversation.  - Read the conversation out loud.  - Listen to the teacher.  - Focus on the screen.  - Listen to their friends.  - Describe the pictures with full sentences.  - Look at the screen.  - Listen to the teacher.  - Work in groups. Ask and answer.  - Give the answer in detail and full sentences.  - Express more ideas.  - Take turns to present.  - Listen and check.  - Share ideas.  - Listen to the teacher.  - Listen to the teacher.  - Predict what they are going to fill in the blanks.  - Listen to the audio and do the task.  - Give the answers and explain why they think it’s suitable.  - Listen to the audio.  - Retell what they remember about the text.  - Listen to the teacher.  - Listen to the teacher.  - Look at picture 1 carefully.  - Listen to the teacher.  - Give detailed answers.  - Share the ideas.  - Listen and check. | - Slide 10  - Slide 11  - Slides 12-17  - Slide 18  - Slide 19  - Slide 20  - Slide 21  - Slide 22  - Slides 23-29  - Slide 30 |
| 🡪**Expected outcomes and assessment**  - *Task completed with excellence:*Students can apply Past simple and Past continuous tenses in listening, speaking, reading, and writing.  - *Task completed:* Students can use Past simple and Past continuous correctly.  - *Task uncompleted:* Students are unable to use Past simple and Past continuous correctly. | | |
| **PRODUCTION (10 minutes)**  ***Objective:*** *To help students use Past continuous tense correctly and fluently* | | |
| **\*Drawing Race**  - Explain how to play the game: *Drawing game*   * *Split the class into teams. One member of each team comes to the board.* * *Students race to draw a picture of a Past Continuous sentence they hear from the teacher. For example: “Two men were dancing next to a table” (the topic can be related to* ***festival)****.* * *Give points for the first one that matches the description and/ or the best picture.* * *The team has more points is the winner.*   - Model the activity.  - Ask students to read the sentences aloud.  - Praise students’ work and complement for playing fair. | - Listen to the teacher.  - Play the game.  - Praise the winner. | - Slides 31-32 |
| 🡪**Expected outcomes and assessment**  - *Task completed with excellence:*Students can say the sentencescorrectly and fluently.  - *Task completed:* Students can say the sentences with Past continuous.  - *Task uncompleted:* Students are unable to say sentences with Past continuous. | | |
| **WRAP UP AND HOMEWORK (2 minutes)**  - Go through what students have learned from the lesson.  - Ask students to practice Past simple and Past continuous tenses at home.  - Ask students to prepare for the next lesson. | | |
| **REFLECTION**  .............................................................................................................................................  .............................................................................................................................................  .............................................................................................................................................  ............................................................................................................................................. | | |