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| ***Date of planning***:………  ***Date of teaching*:** ……  **WEEK: …** | **Period 29: UNIT 4: REMEMBERING THE PAST**  **Lesson 2 : A CLOSER LOOK 2** |

**I. OBJECTIVES: \* By the end of this lesson, Ss will be able to gain the following items:**

**1. Knowledge:**

+ To teach grammar : Past continuous tense and wish + past simple.

- Recognise and learn how to form and use past continuous and wish + past simple.

***+ Integrated skills:*** *Listening, speaking, reading, writing.*

**\* Vocabulary:**

- Use the words related to the topic “Remembering the past”;

- Pronounce the sounds /**m**/ and /**l**/ correctly in words and sentences;

**\* Grammar:**

- Use the past continuous tense and wish + past simple;

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| **Past continuous tense** | |
| **Form** | **Example** |
| **S + was/were + Ving** | We **were cooking** all morning because we had our friends coming for lunch. |
| **Wish + past simple** | |
| **Form** | **Example** |
| **S + wish + S + past simple** | **I wish I had** enough money to travel around the world.  **I wish (that) my mother didn’t have** to work so hard. |

**2. Competence:**

- Develop communication skills and cultural awareness.

- Be co-operative and supportive in pair work and teamwork.

**3. Personal qualities:**

- Actively participate in activities. Compare living place.

- Develop self-study skills.

**II. TEACHING AIDS:**

- Teacher: Grade 9 text book; Projector / TV.....

- Students : Text books, workbook…

- Computer connected to the Internet.

- *Hoclieu.vn*

**III. PROCEDURE:**

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| **A. Remember!**  - We use the past continuous to describe an action that was happening at a particular time in the past, or a past action that was happening when another action interrupted it.  - We also use the past continuous to emphasise how long an action took and how much time somebody spent doing it.  - We usually use adverb phrases that explain the length of time such as: *all morning / week / year; for hours / days / weeks / months / years.*  **[ S + was/were + Ving ]**  **Example:**  a) We were cooking all morning because we had our friends coming for lunch.  *(Chúng tôi đã nấu ăn cả buổi sáng vì có bạn bè đến ăn trưa.)*  **B. Remember 2:**  We use wish + past form verb when we want something now or in the future to be different.  *(Chúng ta sử dụng wish + động từ dạng quá khứ khi chúng ta muốn một điều gì đó ở hiện tại hoặc tương lai trở nên khác đi.)*  **[ Subject + wish + subject + past simple ]**  Example: a) I wish I had enough money to travel around the world.  b) I wish (that) my mother didn't have to work so hard. | |
| **1. WARM UP & INTRODUCTION ( 3’- 5’)** | |
| **\* Objectives:**  **- To create an active atmosphere in the class before the lesson;**  **- To lead into the new lesson.**  *\* Content:* To have some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the subject and new lesson.  *\* Expected outcomes*: Having a chance to speak English.  *\* Organisation :* Teacher’s instructions … | |
| **Teacher’s Student’s activities** | **Content** |
| **+ Greeting .**  **+ Think!**  – Ask Ss if they remember the past continuous tense they have learned in **Tiếng Anh 8 (Unit 9)**. Have some of them revise this tense and give some examples.  – Introduce the objective of the lesson: the past continuous tense.  – Write the objective on the left-top corner of the board. | **+ Greeting**  **- T\_Ss.**  + Students **(Ss)** listen and learn how to do the tasks.  ***\* Answer keys:***  *Students’ own answers*  **-** Open the book and write the tittle of the lesson. |
| **ACTIVITY 1. PRESENTATION/ NEW LESSON ( 12’- 15’)** | |
| **\* Objectives:**  **+ To help Ss revise the form and use of the past continuous tense.**  **+ To help Ss revise and further study the past continuous tense; To help Ss use the past continuous tense in sentences.**  *\* Content:*  - Task 1: Put the verbs in brackets in the past continuous  - Task 2: Complete the sentences, using the past continuous forms of the given verbs.  *\* Expected outcomes*: Students know how to use the target grammar.  *\* Organisation* **:** Teacher’s instructions. | |
| **Teacher’s Student’s activities** | **Content** |
| TASK 1: **Put the verbs in brackets in the past continuous** | |
| + Teach grammar note: The past continuous tense . (See Remember)  + T asks Ss to study the Remember! box, and tells them another use of the past continuous to show that something continued for some time in the past.  + Give one or two examples before moving onto 2.  ***\* Suggested answers:***   1. *She was studying all day yesterday because she wanted to pass the exam.* 2. *I was waiting for you for hours. Where were you?*   \* Ask Ss to do task 1/P. 43  + Have Ss read the sentences first.  - Give Ss some time to work by themselves and write down the answers.  - T observes and helps when and where necessary.  - Ask some Ss to read their sentences. T may call on some Ss to write their answers on the board.  - T corrects Ss' mistakes. | **- T\_Ss**   |  | | --- | | **A.Remember!** + We use the past continuous to describe an action that was happening at a particular time in the past, or a past action that was happening when another action interrupted it. + We also use the past continuous to emphasise how long an action took and how much time somebody spent doing it. We usually use adverb phrases that explain the length of time such as:  *all morning / week / year for hours/days/weeks/months/years* **Example:** a) We **were cooking** all morning because we had our friends coming for lunch. |   **\* Answer key:**  **1.** was visiting **2.** was sleeping  **3**. was going  **4**. was looking  **5.** Were you watching |
| **ACTIVITY 2. PRACTICE ( 15’)** | |
| **\* Objectives:**  **+ To help Ss use wish + past simple in sentences.**  **+ To give Ss more practice in using wish + clause in the context of a passage.**  *\* Content:*  **-** Grammar explanation  - Task 3: Put the verbs in brackets in the correct forms.  - Task 4: Read the passage and write down five things that Jenny might wish for.  *\* Expected outcomes*: Students learn how to form and use : wish + past simple.  *\* Organisation* **:** | |
| **Teacher’s Student’s activities** | **Content** |
| TASK 2: **Complete the sentences, using the past continuous forms of the given verbs.** | |
| + Have Ss work individually for a few minutes. - Tell them to pay attention to the context of each sentence, and then choose the correct verb from the box to use.  - Check their answers as a class.  - Have some Ss read out the sentences. T corrects their pronunciation and intonation only when necessary. | **- T\_Ss**  **\* Answer key**:   1. were preserving   2. was / were living  3. were building  4. Were you still working  5. was making |
| TASK 3**: Put the verbs in brackets in the correct forms.** | |
| - Draw Ss' attention to the sentence structure: wish + clause (past simple).  - Have Ss look at the sentences and write down their answers.  - Ask Ss to exchange their answers in pairs.  + Check their answers and explain if necessary. | **- T\_ Ss**   |  | | --- | | **B. Remember!** + We use wish + past form verb when we want something now or in the future to be different. **Subject + wish + subject + past simple** Example:  a) **I wish I had** enough money to travel around the world.  b) **I wish (that) my mother didn't have to** work so hard. |   **\* Answer key:**  **1**. got **2.** had  **3**. had **4**. could spend **5**. could go |
| TASK 4: **Read the passage and write down five things that Jenny might wish for. Look at the example** | |
| + Have Ss do the exercise individually.  + Tell them to read the passage carefully and study the example, then write down their answers.  + Have Ss exchange their answers with a partner.  - Call on some Ss to read the sentences aloud. Other Ss comment.  - Confirm the correct answers as a class.  ***\* Teacher corrects for students as a whole class.*** | **- T\_ Ss.**  **Possible answers:**  **1.** Jenny wishes (that) she didn’t have to share the room with her sister.  **2.** Jenny wishes (that) she didn’t have to clean the room every day.  **3.** She wishes (that) her sister Jane didn’t lie in bed reading or playing computer games.  **4.** She wishes (that) her sister Jane didn’t put dirty clothes on her bed.  **5.** She wishes (that) she had her own room. |
| **ACTIVITY 3. PRODUCTION/ FURTHER PRACTICE ( 8’)** | |
| **\* Objectives:**  **- To help Ss apply wish + past simple in a real situation by making sentences about themselves.**  *\* Content*:  - Task 5: Work in pairs. Tell your partner three wishes.  *\* Expected outcome*: Students can apply the grammar they have learned in practical situations.  *\* Organisation :* | |
| **Teacher’s Student’s activities** | **Content** |
| TASK 5: **Work in pairs. Tell your partner three wishes.** | |
| + Give them some time to work in pairs and exchange their wishes.  - T goes round giving help when and where necessary.  ***\* Teacher gives corrections and feedbacks.*** | ***\**** *Students’ own answers.*  *\* Suggested answer:*  1. I wish I had less homework every day.  2. I had my own room.  3. I wish my best friend and I could go around the world together. |
| EXTRA ACTIVITY:  Put Ss into groups of 5 - 6. Ask them to talk about what their family members wish.  Example:  *a) My mum wishes (that) she had a new dishwasher.*  *b) My little sister often wishes (that) she was a princess.*  Call on some Ss to say out loud their sentences. Correct their mistakes if necessary. | |
| **5. WRAP-UP & HOME WORK (2’)**  + Ask Ss to summarise the grammar points they have learnt in this lesson. Ask some Ss to recall some vocabulary and collocations too.  \* HOME WORK:  - Do more exercises in workbook.  - Prepare new lesson: Lesson : COMMUNICATION.  ============================================== | |