

## LESSON PLAN

### TIẾNG ANH 11 FRIENDS GLOBAL

### UNIT INTRODUCTION

#### LESSON ID- GRAMMAR: ARTICLES, WILL AND BE GOING TO

#### I. OBJECTIVES

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

##### 1. Knowledge

- Review the articles, will and be going to.
- Understand the usage of articles, will and be going to.

##### 2. Competences

- Develop communication skills and creativity.
- Be collaborative and supportive in pair work and teamwork.
- Actively join in class activities.

##### 3. Personal qualities

- Talk about plans and predictions using articles.
- Develop self-study skills.

#### II. MATERIALS

- Grade 11 textbook, Unit Introduction, D. Grammar
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- Phần mềm tương tác sachso.vn

#### Language analysis

##### LEARN THIS! Articles (p.11)

- a. We use a when we mention something for the first time and the when we mention it again.
- b. We use the when it is clear what we are talking about, and in superlatives.
- c. We use a/ an to say what someone's job is.
- d. We use \_ when we make generalisations.
- e. We use a/ an to mean 'per' or 'in each'.
- f. There are set phrases which do not follow a rule.  
*go to school      at the weekend      watch TV*  
*go to the cinema      in the morning / afternoon*  
*on Monday      listen to the radio*

##### LEARN THIS! will and be going to (p.11)

- a. For predictions, we use:
  1. be going to when it is based on what we can see or hear.
  2. will when it is based on what we know or is a guess.

**b.** For plans, we use:

1. be going to when we have already decided what to do.
2. will when we are deciding what to do as we speak.

**c.** For offers and promises, we use will.

**d.** In spoken English, we usually use the contracted and weak forms 'll, 'm, 's, 're instead of will, am, is, are.

**e** Use the full and strong forms will, am, is, are to answer a yes-no question.

- *Will you come? -Yes, I will. I'll come immediately*

### Assumption

Anticipated difficulties	Solutions
Students are reluctant to work in groups.	<ul style="list-style-type: none"> <li>- Encourage students to work in pairs and in groups so that they can help each other.</li> <li>- Provide feedback and help if necessary.</li> </ul>
Students may lack vocabulary to deliver a speech	<ul style="list-style-type: none"> <li>- Explain expectations for each task in detail.</li> <li>- Continue to explain task expectations in small chunks (before every activity).</li> <li>- Provide vocabulary and useful language before assigning tasks</li> <li>- Encourage students to work in groups so that they can help each other.</li> </ul>

## III. PROCEDURES

### 1. WARM-UP (3 mins)

#### a. Objectives:

- 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:

- Exercise 1. (p.11)

#### c. Expected outcomes:

- Students can gain more confidence and interest in the lesson.

#### d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Exercise 1. Look at the photo in pairs. Is this an activity you enjoy? Why? / Why not? (5 mins)</b>	
<ul style="list-style-type: none"> <li>- Go through the task with the class.</li> <li>- In pairs, students take turns to ask and answer the questions.</li> <li>- Ask a few students to share their ideas with the class.</li> </ul>	<b>Suggested answers:</b> <i>Yes, of course.</i> <i>I love riding a bike with my parents. We often ride every 3 days.</i> <i>I enjoy doing it because I can spend time with my family, and improve my physical health</i>

**e. Assessment**

- Teacher observes the groups and give feedback.

**2. ACTIVITY 1: PRESENTATION (15 mins)****a. Objectives:**

- To review articles.

**b. Content:**

- Exercise 2 (p11)
- Exercise 3 (p11)
- Exercise 4 (p11)

**c. Expected outcomes:**

- Students can apply the useful language in everyday reading and writing.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Exercise 2: In pairs, read the dialogue and decide whether each gap should be a / an, the or – (no article). Write your answers. (5 mins)</b>	
<ul style="list-style-type: none"> <li>- Students read the dialogue and complete the dialogue.</li> <li>- Do not check answers at this point.</li> </ul>	<i>Students' own performance</i>
<b>Exercise 3: Listen and check your answers. When are Toby and Leah going to do the activity in the photo? (5 mins)</b>	
<ul style="list-style-type: none"> <li>- Play the recording for students to check their answers.</li> <li>- Ask students when Toby and Leah are going to go cycling.</li> <li>- Check answers as a class.</li> </ul>	<b>Answers:</b> <i>1 the 2 a 3 the 4 – 5 the 6 the 7 a 8 the 9 an 10 the 11 – 12 the</i> <i>Toby and Leah are going cycling on Sunday afternoon.</i>
<b>Exercise 4: Study the use of articles in the dialogue. Complete the Learn this! box with a / an, the or – (no article). (5 mins)</b>	
<ul style="list-style-type: none"> <li>- Go through the Learn this! box together. Then ask students to complete the rules.</li> <li>- Check answers as a class.</li> </ul>	<b>Answers:</b> <i>1 a/an 2 the 3 the 4 a/an 5 no article 6 a/an 7 the 8 the</i>

**e. Assessment**

- Teacher checks students' performance and gives feedback.

**3. ACTIVITY 2: PRACTICE** (14 mins)**a. Objectives:**

- Ss can answer the questions related to articles, will and be going to.
- They can also finish the tasks in the textbook.

**b. Content:**

- Exercise 5. (p.11)
- Exercise 6. (p.11)
- Exercise 7. (p.11)

**c. Expected outcomes:**

- Students can thoroughly understand and complete the exercises successfully.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Exercise 5. Complete the sentences with a / an, the or – (no article). Use rules a–f in the Learn this! box to explain your answers. (4 mins)</b>	
<ul style="list-style-type: none"> <li>- Students complete the sentences.</li> <li>- Check answers as a class.</li> </ul>	<b>Answer key:</b> <i>1 a; the 2 –; a; the; an 3 –; a 4 A; a; –; the; the 5 an; the; an 6 a; the</i> <i>Sentence 1 applies rule c and b</i> <i>Sentence 2 applies rule d and a</i> <i>Sentence 3 applies rule c, b and a</i> <i>Sentence 4 applies rule a and b</i>
<b>Exercise 6. Read the Learn this! box. Then underline an example of each of the uses of will and be going to in the dialogue (5 mins)</b>	
<ul style="list-style-type: none"> <li>- Go through the Learn this! box together.</li> <li>- With a weaker class, revise how to form sentences with will and going to.</li> <li>- Write the following sentences on the board.</li> </ul> <p>I'm going to buy a car when I'm eighteen. (The speaker has decided to do something.)</p> <p>You'll be OK. Don't worry. (The speaker believes that something will happen.)</p> <p>Leave the bags. I'll take them upstairs for you. (The speaker is offering to do something.)</p> <p>The students are being noisy. The teacher is going to get angry. (This is a prediction based on what the speaker can hear.)</p> <p>Is the shop closed? I'll come back tomorrow. (The speaker is deciding to do something as he / she speaks.)</p> <ul style="list-style-type: none"> <li>- Ask students why will or going to is used in each sentence.</li> </ul>	<b>Answer key:</b> <i>a 1: ... the weather isn't going to be good. 2: The weather will probably be better ... I'll be exhausted ...</i> <i>b 1: I'm going to go for a bike ride ... I'm going to help my dad ... We're going to do some work ... the neighbour is going to pay us ... 2: We'll share the money ... I'll go on Sunday ...</i> <i>c I'll come and help you.</i>

<ul style="list-style-type: none"> <li>- Students then find examples of will and going to in the dialogue in exercise 2.</li> <li>- Check answers as a class.</li> </ul>	
<b>Exercise 6. Read the Learn this! box. Then underline an example of each of the uses of will and be going to in the dialogue (5 mins)</b>	
<ul style="list-style-type: none"> <li>- Students complete the sentences and note which rule they are following.</li> <li>- Check answers as a class.</li> </ul>	<b>Answer key:</b> <i>1 isn't going to stop (a1) 2 are going to spend (b1), 'll have (a2) 3 'm going to drop (a1), 'll take (c) 4 'm going to go (b1), won't be (c) 5 Are you going to invite (b1), won't come (a2)</i> <i>Sentence 1 applies rule a1</i> <i>Sentence 2 applies rule B1 and A2</i> <i>Sentence 3 applies rule A1</i> <i>Sentence 4 applies B1 and C</i>

**e. Assessment**

- Teacher observation on Ss' performance.
- Teacher's feedback and peers' feedback.

**4. ACTIVITY 3: PRODUCTION (10 mins)****a. Objectives:**

- To help Ss practice speaking skills.
- To help Ss memorize the usage of articles, will and be going to.

**b. Content:**

- Exercise 8 (p11)

**c. Expected outcomes:**

- Students can use articles and talk about plans and predictions.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Exercise 8. Work in pairs. Take turns to ask and tell your partner about your plans for your next summer, using will and be going to. Remember to pronounce the weak or strong forms of will, am, is, are appropriately (10 mins)</b>	
<ul style="list-style-type: none"> <li>- Go through the instructions and activities together.</li> <li>- Working individually, students write sentences.</li> <li>- In pairs, students take turns to ask and express their plans and predictions.</li> <li>- Elicit answers.</li> </ul>	<i>Students' own creativity.</i>

**e. Assessment**

- Teacher observation on Ss' performance.
- Teacher's feedback and peers' feedback.

**5. CONSOLIDATION (3 mins)**

## a. Wrap-up

- T asks Ss to talk about what they have learnt in the lesson.

## b. Homework

- Prepare for the next lesson

**Board Plan**

<p style="text-align: center;"><i>Date of teaching</i></p> <p style="text-align: center;"><b>TIẾNG ANH 11 FRIENDS GLOBAL</b></p> <p style="text-align: center;"><b>UNIT INTRODUCTION</b></p> <p style="text-align: center;"><b>LESSON ID- GRAMMAR: ARTICLES, WILL AND BE GOING TO</b></p> <p><b>*Warm-up</b></p> <ul style="list-style-type: none"><li>- Exercise 1</li></ul> <p><b>* Presentation</b></p> <ul style="list-style-type: none"><li>- Exercise 2</li><li>- Exercise 3</li><li>- Exercise 4</li></ul> <p><b>*Practice</b></p> <ul style="list-style-type: none"><li>- Exercise 5</li><li>- Exercise 6</li><li>- Exercise 7</li></ul> <p><b>*Production</b></p> <ul style="list-style-type: none"><li>- Exercise 8</li></ul> <p><b>*Homework</b></p>
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**LESSON PLAN**  
**TIẾNG ANH 11 FRIENDS GLOBAL**  
**UNIT 1: GENERATIONS**  
**LESSON 1A- VOCABULARY: AGES AND STAGES**

**I. OBJECTIVES**

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

**1. Knowledge**

- Gain an overview about stages of life.
- Gain vocabulary to talk about different stages of lives.

**2. Competences**

- Develop communication skills and creativity.

- Be collaborative and supportive in pair work and teamwork.
- Actively join in class activities.

### 3. Personal qualities

- Understand the life events.
- Develop self-study skills.

## II. MATERIALS

- Grade 11 textbook, Unit 1, Vocabulary
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- Phần mềm tương tác sachso.vn

### Language analysis

Form	Pronunciation	Meaning
1. centenarian (n)	/ˌsentɪˈneəriən/	a person who is 100 years old or more
2. split up (phr v)	/splɪt 'ʌp /	to stop having a relationship with somebody
3. toddler (n)	/'tɒdlə(r)/	a child who has only recently learnt to walk

### Assumption

Anticipated difficulties	Solutions
Students are reluctant to work in groups.	<ul style="list-style-type: none"> <li>- Encourage students to work in pairs and in groups so that they can help each other.</li> <li>- Provide feedback and help if necessary.</li> </ul>
Students may lack vocabulary to deliver a speech	<ul style="list-style-type: none"> <li>- Explain expectations for each task in detail.</li> <li>- Continue to explain task expectations in small chunks (before every activity).</li> <li>- Provide vocabulary and useful language before assigning tasks</li> <li>- Encourage students to work in groups so that they can help each other.</li> </ul>

## III. PROCEDURES

### 1. WARM-UP (5 mins)

#### a. Objectives:

- 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:**

- Riddle game.
- Exercise 1. (p.12)

**c. Expected outcomes:**

- Students can gain more confidence and interest in the lesson.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>RIDDLE GAME</b> <ul style="list-style-type: none"> <li>- Teacher shows the riddles.</li> <li>- Ss work in 4 groups. Each group raise hands to take turn and answer. The team gains bonus with every correct answer.</li> <li>- The team with highest points is the winner.</li> </ul>	<b>Answers:</b> <ol style="list-style-type: none"> <li>1. an egg</li> <li>2. no smoke(electric train)</li> <li>3. a barber</li> <li>4. a chalkboard</li> <li>5. a secret</li> <li>6. human being.</li> </ol>

**e. Assessment**

- Teacher observes the groups and give feedback.

**2. ACTIVITY 1: PRESENTATION (4 mins)****a. Objectives:**

- To get students learn vocabulary related to the topic.

**b. Content:**

- Pre-teach vocabulary related to the topic.

**c. Expected outcomes:**

- Ss know how to pronounce the new words precisely and use them in appropriate contexts..

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Vocabulary pre-teaching</b> <ul style="list-style-type: none"> <li>- Teacher introduces the vocabulary.</li> <li>- Teacher explains the meaning of the new vocabulary by pictures.</li> <li>- Teacher checks students' understanding.</li> <li>- Teacher reveals that these words will appear in the reading text and asks students to open their textbook to discover further.</li> </ul>	<b>New words:</b> <ol style="list-style-type: none"> <li>1. centenarian (n)</li> <li>2. split up (phr v)</li> <li>3. toddler (n)</li> </ol>

**e. Assessment**

- Teacher checks students' pronunciation and gives feedback.



- Teacher observes Ss' writing of vocabulary on their notebooks.

### 3. ACTIVITY 2: PRACTICE (23 mins)

#### a. Objectives:

- Ss can answer the questions to critical thinking.
- They can also finish the tasks in the textbook.

#### b. Content:

- Exercise 2. (p.12)
- Exercise 3. (p.12)
- Exercise 4. (p.12)
- Exercise 5. (p.13)
- Exercise 6. (p.13)

#### c. Expected outcomes:

- Students can thoroughly understand the content of the text and complete the tasks successfully.

#### d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Exercise 2. Number the stages of life in the order that people reach them. Then listen and check.. (4 mins)</b>	
<ul style="list-style-type: none"> <li>- T goes through the stages of life together and check the meaning.</li> <li>- Ss working in pairs, students put them in order.</li> <li>- T checks answers as a class. Point out that in most countries, a person is legally an adult at 18.</li> </ul>	<p><b>Answer key:</b></p> <p>1 be an infant.  2 be a toddler.  3 be a young child.  4 be in your teens.  5 be an adult.  6 be in your twenties.  7 be middle-aged.  8 be elderly.  9 be a centenarian</p>
<b>Exercise 3. Match some of the phrases in exercise 2 with the pictures below of the woman at different stages of her life. (4 mins)</b>	
<ul style="list-style-type: none"> <li>- Students study the pictures. In pairs, they match the phrases with the pictures.</li> <li>- Check answers as a class</li> </ul>	<p><b>Answer key:</b></p> <p>in picture A, she is an infant. in picture B, she is a toddler. in picture C, she is a young child. in picture D, she is a teenager. in picture E, she is in her twenties. in picture F, she is middle-aged. in picture G, she is elderly. in picture H, she is a centenarian</p>
<b>Exercise 4. Check the meaning of the life events below. At what age are they most likely to happen, do you think? Put them in groups A–E. Compare your answers with your partner's. Do you agree? (5 mins)</b>	

<ul style="list-style-type: none"> <li>- Go through the meaning of the life events and check their pronunciation.</li> <li>- Focus attention on the groups A–E and ask students to decide in which periods of a person's life the events are most likely to happen.</li> <li>- In pairs, students put the events in the groups. Point out that some events can happen at more than one period.</li> <li>- Check answers as a class</li> </ul>	<p><b>Answer key:</b></p> <p><i>A be born; be brought up (by); go to university; grow up; learn to drive; leave home; leave school; start school.</i></p> <p><i>B buy a house or flat; get engaged; get married; get your first job; settle down; split up; start a family</i></p> <p><i>C get divorced; have a change of career; inherit (money, a house, etc.); start a business</i></p> <p><i>D become a grandparent; retire</i></p> <p><i>E emigrate; fall in love; move house; pass away</i></p>
<p><b>Exercise 5. Listen to four people talking about their backgrounds and their families. Circle the correct answers (a–c) (5 mins)</b></p>	
<ul style="list-style-type: none"> <li>- Go through the instructions together. Tell students they do not have to understand every word of the recording. They should listen for key words to get the gist.</li> <li>- Play the recording for students to find the answers.</li> <li>- Check answers as a class.</li> </ul>	<p><b>Answer key:</b></p> <p>1 a 2 c 3 c 4 c</p>
<p><b>Exercise 6. Complete the sentences with the past simple form of the verbs below. Then listen again and check. (5 mins)</b></p>	
<ul style="list-style-type: none"> <li>- Revise the past simple by writing the following verbs on the board and asking students to come up and write their past simple forms:             <ul style="list-style-type: none"> <li>• irregular verbs: think, become, catch, write, sit, know.</li> <li>• regular verbs: remember, invite, believe, ignore, marry, fit.</li> </ul> </li> <li>- Go round the class and ask students to form negative sentences and questions with the verbs on the board.</li> <li>- Students work individually to complete the sentences.</li> <li>- Check answers as a class.</li> </ul>	<p><b>Answer key:</b></p> <p>1 emigrated</p> <p>2 didn't leave; got.</p> <p>3 grew up.</p> <p>4 bought.</p> <p>5 fell; got.</p> <p>6 was; moved</p> <p>7 left; didn't go</p> <p>8 started; didn't retire</p>

#### e. Assessment

- Teacher observation on Ss' performance.
- Teacher's feedback and peers' feedback.

#### 4. ACTIVITY 3: PRODUCTION (10 mins)

##### a. Objectives:

- To help Ss practice speaking skills;
- To help Ss memorize the basic knowledge on stages of life.

**b. Content:**

- Role play
- Exercise 7 (p13)

**c. Expected outcomes:**

- Students can give a short talk about stages of life.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Exercise 7. Work in pairs. Ask and answer about your family and your ancestors. Give extra information where you can. (10 mins)</b>	
<b>. Role play</b> <ul style="list-style-type: none"> <li>- Revise the words for relatives by asking students to brainstorm as many relatives as they can in one minute.</li> <li>- Go through the questions together.</li> <li>- Students discuss the questions in pairs.</li> <li>- Elicit a few answers.</li> <li>- Ss have 5 minutes to prepare for the role play.</li> <li>- Teacher invites 1 or 2 groups to come to the stage and do the role play.</li> <li>- Teacher asks other groups to listen and give comments.</li> <li>- Teacher gives feedback and give marks to the best group.</li> </ul>	<i>Students' own creativity.</i>

**e. Assessment**

- Teacher observation on Ss' performance.
- Teacher's feedback and peers' feedback.

**5. CONSOLIDATION (3 mins)****a. Wrap-up**

- T asks Ss to talk about what they have learnt in the lesson.

**b. Homework**

- Prepare for the next lesson

**Board Plan**

<i>Date of teaching</i> <b>TIẾNG ANH 11 FRIENDS GLOBAL</b> <b>UNIT 1: GENERATIONS</b>
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**LESSON 1A- VOCABULARY: AGES AND STAGES****\* Warm-up**

- Exercise 1

**\* Vocabulary**

1. centenarian (n)
2. split up (phr v)
3. toddler (n)

**\* Practice**

- Exercise 2
- Exercise 3
- Exercise 4
- Exercise 5
- Exercise 6

**\* Production**

- Exercise 7

**\*Homework**

**LESSON PLAN**  
**TIẾNG ANH 11 FRIENDS GLOBAL**  
**UNIT 1: GENERATIONS**  
**LESSON 1B- GRAMMAR: PAST TENSE CONTRAST**

**I. OBJECTIVES**

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

**1. Knowledge**

- Review the simple past, past continuous and past perfect tense.
- Understand the usage of tenses.

**2. Competences**

- Develop communication skills and creativity.
- Be collaborative and supportive in pair work and teamwork.
- Actively join in class activities.

**3. Personal qualities**

- Talk about the past using a variety of past tenses
- Develop self-study skills.

**II. MATERIALS**

- Grade 11 textbook, Unit 1, Grammar
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- Phần mềm tương tác sachso.vn

**Language analysis****LEARN THIS! Past tenses (p 14)**

- a. We use the **past simple** for a sequence of events that happened one after another.
- b. We use the **past continuous** to describe a scene in the past. The events were in progress at the same time.
- c. We use the **past simple** for a single event that interrupted a longer event in the past. We use the **past continuous** for the longer event.
- d. We use the **past perfect** for an event that happened before another event in the past.

**Assumption**

Anticipated difficulties	Solutions
Students are reluctant to work in groups.	<ul style="list-style-type: none"> <li>- Encourage students to work in pairs and in groups so that they can help each other.</li> <li>- Provide feedback and help if necessary.</li> </ul>
Students may lack vocabulary to deliver a speech	<ul style="list-style-type: none"> <li>- Explain expectations for each task in detail.</li> <li>- Continue to explain task expectations in small chunks (before every activity).</li> <li>- Provide vocabulary and useful language before assigning tasks</li> <li>- Encourage students to work in groups so that they can help each other.</li> </ul>

**III. PROCEDURES****1. WARM-UP (5 mins)****a. Objectives:**

- 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:**

- Guessing game.
- Exercise 1. (p.14)

**c. Expected outcomes:**

- Students can gain more confidence and interest in the lesson.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>GUESSING GAME (3 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher shows the questions.</li> <li>- Ss work in 4 groups. Each group raise hands to take turn and answer. The team gains bonus with every correct answer.</li> <li>- The team with highest points is the winner.</li> </ul>	<b>Answers:</b> 7. picture A 8. picture D
<b>Exercise 1. Look at the photo. How old do you think the woman is? Why do you think she is famous? (2 mins)</b>	
<ul style="list-style-type: none"> <li>- Students look at the woman in the photo and answer the questions in pairs.</li> <li>- Elicit a few answers and write them on the board. Do not correct them at this point.</li> </ul>	

**e. Assessment**

- Teacher observes the groups and give feedback.

**2. ACTIVITY 1: PRESENTATION (10 mins)**

**a. Objectives:**

- To review simple past, past continuous and past perfect tense.

**b. Content:**

- Exercise 2 (p14)
- Exercise 3 (p14)

**c. Expected outcomes:**

- Students can apply the useful language in everyday reading and writing.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Exercise 2: Read the text and check your ideas. (4 mins)</b>	
<ul style="list-style-type: none"> <li>- Students read the text quickly and find the answers to the questions in exercise 1.</li> <li>- Check answers as a class</li> </ul>	<b>Answers:</b> She's 122 years old. She had the longest lifespan in the world.

<b>Exercise 3: Complete the Learn this! box with the tenses below. Then underline an example of each of the rules (a–d) in the text in exercise 2 (6 mins)</b>	
<ul style="list-style-type: none"> <li>- Go through the Learn this! box together.</li> <li>- Students complete the sentences. Check answers as a class.</li> <li>- Students then read the text in exercise 2 again and find another example of each tense.</li> <li>- Elicit the examples and write them on the board.</li> <li>- Write the following on the board and ask students to make the sentences negative and interrogative.</li> </ul>	<b>Answers:</b> 1 past simple 2 past continuous 3 past simple 4 past continuous 5 past perfect a ... she married Fernand Calment and then gave birth ... b & c While she was serving in the shop in 1888, she met ... d ... who had come in to buy pencils.

**e. Assessment**

- Teacher checks students' performance and gives feedback.

**3. ACTIVITY 2: PRACTICE (17 mins)****a. Objectives:**

- Ss can answer the questions related to simple past, past continuous and past perfect tense.
- They can also finish the tasks in the textbook.

**b. Content:**

- Exercise 4. (p.14)
- Exercise 5. (p.14)
- Exercise 6. (p.14)

**c. Expected outcomes:**

- Students can thoroughly understand and complete the exercises successfully.

**d. Organisation**

<b>TEACHER'S AND STUDENTS' ACTIVITIES</b>	<b>CONTENTS</b>
<b>Exercise 4. Complete this sentence in three different ways using the three tenses in the Learn this! box. Use the verb <i>learn</i>. How does the meaning change? (5 mins)</b>	
<ul style="list-style-type: none"> <li>- Students complete the sentence and then discuss the differences in meaning.</li> <li>- Check answers as a class</li> </ul>	<b>Answers:</b> <ul style="list-style-type: none"> <li>• <i>When Tom left school, he learned to drive.</i> = First Tom left school, then learned to drive.</li> <li>• <i>When Tom left school, he was learning to drive.</i> = Tom left school during the period when he was learning to drive.</li> <li>• <i>When Tom left school, he had learned to drive.</i> = When Tom left school, he already knew how to drive.</li> </ul>

<b>Exercise 5. Complete the sentences with the correct past simple, past continuous or past perfect form of the verbs in brackets. (5 mins)</b>	
<ul style="list-style-type: none"> <li>- Go through the instructions together.</li> <li>- With a weaker class, ask students to find words which will help them to decide which tense to use, e.g., while (past continuous), after (past perfect), when (past simple).</li> <li>- Students complete the sentences.</li> <li>- Check answers as a class</li> </ul>	<b>Answer key:</b> <i>1 moved; was growing up.</i> <i>2 had learned / learned; bought.</i> <i>3 left; went; studied.</i> <i>4 got; had fallen; were working.</i>
<b>Exercise 6. Complete the text with the past simple, past continuous or past perfect form of the verbs below. (7 mins)</b>	
<ul style="list-style-type: none"> <li>- Ask students to read the text and try to guess which verbs would fit each gap without looking at the word pool.</li> <li>- Students compare their ideas with the verbs in the word pool. They then complete the text.</li> <li>- Check answers as a class.</li> </ul>	<b>Answer key:</b> <i>1 was 2 left 3 got 4 was working 5 met</i> <i>6 had been 7 retired 8 didn't stop 9 became</i> <i>10 died 11 had lived 12 said</i>

**e. Assessment**

- Teacher observation on Ss' performance.
- Teacher's feedback and peers' feedback.

**4. ACTIVITY 3: PRODUCTION (10 mins)****a. Objectives:**

- To help Ss practice speaking skills.
- To help Ss memorize the simple past, past continuous and past perfect tense.

**b. Content:**

- Presentation
- Exercise 7 (p14)

**c. Expected outcomes:**

- Students can give a short talk using simple past, past continuous and past perfect tense.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Exercise 7. Tell the class about a real or invented person from a previous generation (e.g. a parent, grandparent). Use the headings below and make use of past tenses. (10 mins)</b>	
<b>Presentation</b> <ul style="list-style-type: none"> <li>- Tell students about a person from an earlier generation,             <ul style="list-style-type: none"> <li>• Eg: My mother was born in Spain in 1934 and left to come to England in 1961. While she was working in London, she met my father. By the</li> </ul> </li> </ul>	<i>Students' own creativity.</i>



<p>time I was born, they had moved to Manchester and bought their first home ...</p> <ul style="list-style-type: none"> <li>- Ask students to prepare a short talk about a real or invented person from a previous generation. Working individually, students use the headings to think of facts or ideas and make notes.</li> <li>- Put students in groups. Then ask each student to give their talk to their group.</li> <li>- Invite a few students to give their talk to the class</li> <li>- Ss have 5 minutes to prepare for the role play.</li> <li>- Teacher invites 1 or 2 students to come to the stage and perform their presentations.</li> <li>- Teacher asks other groups to listen and give comments.</li> <li>- Teacher gives feedback and give marks to the best Ss.</li> </ul>	
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**e. Assessment**

- Teacher observation on Ss' performance.
- Teacher's feedback and peers' feedback.

**5. CONSOLIDATION (3 mins)****a. Wrap-up**

- T asks Ss to talk about what they have learnt in the lesson.

**b. Homework**

- Prepare for the next lesson

**Board Plan**

<p style="text-align: center;"><i>Date of teaching</i></p> <p style="text-align: center;"><b>TIẾNG ANH 11 FRIENDS GLOBAL</b></p> <p style="text-align: center;"><b>UNIT 1: GENERATIONS</b></p> <p style="text-align: center;"><b>LESSON 1B- GRAMMAR: PAST TENSE CONTRAST</b></p> <p><b>*Warm-up</b></p> <ul style="list-style-type: none"> <li>- Exercise 1</li> </ul> <p><b>* Presentation</b></p> <ul style="list-style-type: none"> <li>- Exercise 2</li> <li>- Exercise 3</li> </ul> <p><b>*Practice</b></p> <ul style="list-style-type: none"> <li>- Exercise 4</li> <li>- Exercise 5</li> <li>- Exercise 6</li> </ul>
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**\*Production**

- Exercise 7

**\*Homework**