Date of preparing: ………………………………….

Date of teaching: ………………………………….

**Period……**

**UNIT 10: CITIES AROUND THE WORLD**

**Lesson 1 - Part 2 (Page 79) – Grammar**

**I. OBJECTIVES**

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

**1. Knowledge**

- use the first Conditional sentences;

**2. Ability**

- improve the grammar knowledge and use them in communicative situations;

- develop communication and collaboration skills;

**3. Quality**

**-** have positive attitude in learning and actively participate in all classroom activities related to the topic “Cities around the World”.

**II. TEACHING EQUIPMENT AND LEARNING MATERIALS.**

Lesson plan, PPT slides, Student’s book, workbook, notebook, personal computer (if any), projector/ TV, speakers, DCR & DHA on Eduhome, CD player, handouts…

**III. PROCEDURES**

**A. Activity 1: Warm up: (5’)**

**a) Objective:** To introduce a new lesson and to set the scene for students to acquire new language and to develop Ss’ collaboration, communication.

**b) Content:** reviewing and introducing a new grammatical point

**c) Product:** Students can understand and use well the first Conditional sentences in their English speaking.

**d) Competence**: Collaboration and guessing

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| - Have Ss look at the picture, and answer the question: **Who are they?**  - Ask students to look at the conversation and guess what they are talking.  - Play the audio and ask students to listen and repeat.  *-* Ask students to find out the structure in their conversation.  - Lead to the new lesson. | - Look at the picture and answer the question – **Who are they?**  Keys:  - *They are talking about where the girl is visiting.*  *- Listen and read the speech bubbles.*  - Guess possible answers in pairs.  - Exploit the structure conditional sentences. |

**B. New lesson (35’)**

* **Activity 1: Introduce and practice new language (25’)**

**a) Objectives:**

- identify forms and the use of the first conditional sentence;

- use the first conditional sentences in communicative contexts;

- develop communication, collabaration, and critical thinking skills.

**b) Content: -** Learning and using a new grammatical point (Section: Grammar on page 79);

**-** Completing sentences;

**-** Listening, thinking, reading, and practicing language skills.

**c) Products:** Students canproduce the English language using the first conditional sentences.

**d) Competence**: Communication, collaboration, presentation, and imagination

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **\* GRAMMAR**  **a. Presentation:**  - Have Ss read the grammar explanation.  - Ask Ss look at the table with the different use of the first conditional sentences.  - Have some Ss read the sentences aloud.  - Have Ss give the form of the first Conditional sentence.  + On the board:  **If clause, main clause**  *Present simple, Will + bare Inf*  **Main clause if clause**  *Will + bare Inf Present simple*    - Ask Ss to write the new language in their notebooks.  - Have Ss read the sentences aloud. | - Look at the grammar explanation.  - Look at the table with the different use of the first condition sentence.    - Gain the structure of First Conditional Sentence.  - Write in their notebooks.  - Illustrate the task in pairs. |
| **b. Fill in the blanks with the correct forms of the verbs:**(Controlled-Practice)  ***\* Option 1:***  - Delete the structure and ask Ss to retell something about First Conditional Sentence.  - Have Ss do the exercise.  - Demonstrate the activity using the example.    ***\* Option 2:***  + Have Ss fill in the blanks with the correct forms of the verbs  - Get them to finish the exercise individually.  - Ask them to check their works in pairs.  - Have some Ss share their answers with the class.  - Have Ss explain their answers.  - Correct and give feedback.  **c. Look at Mary’s plan and write sentences**. (Less controlled practice)  ***\* Option 1:***  + Help students know how to do the exercise in the contexts  - demonstrate the activity using the example.      - Ask one or two Ss to retell how to do the task.  ***\* Option 2:***  + Help Ss improve the understanding of the first conditional sentence.  - Let them look at Mary’s plan and write sentences.  - Have Ss check their works in pairs.  - Invite some Ss to share their answers with the class.  - Correct and give feedback. | - Retell the forms and the different use of the first conditional sentence.  - Listen to T’s demonstration and write the sentence in notebooks.  - Write sentences using the prompts.  - Work individually to complete the task.  - Work in pairs (have peer correction).  - Share their answers with the class.  + **Expected answer**:    - Listen to T’s explanation.  - Listen to T’s demonstration and write the sentence in notebooks  - Retell how to do the task.  - Write sentences using the prompts.  - Work in pairs (have peer correction).  - Share their answers with the class.  + **Expected answer**:    - Check their answers and correct. |

* **Activity 2: Speaking Skill (Free-Practice) (10’)**

**a) Objectives:** To use the targeted grammar to practise converastion skills and act out the dialogue in close pairs and then in open pairs;

To practice skills in communication, cooperation, and cultural awareness.

**b) Content:**  asking and answering questions

**c) Products:** Students can know how to use the targeted grammar in their speaking

**d) Competence**: Collaboration, communication, and imagination

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **d. Now, practice saying the sentences with your partner:**  ***\* Option 1:***  + Help Ss enhance the use of targeted grammar.  - Divide the class into pairs.  - Have Ss practice saying the sentences.  - Call on some pairs to demonstrate the activity in front of the class.  ***\* Option 2:***  + Help Ss improve the communicative competence.  - Divide the class into pairs or groups.  - Have Ss plan for their vacation to Vung Tau next weekend.  + Contents:  *Where to visit*  *What to do*  …  - Encourage Ss to use the imperative and negative form of first conditional sentence.  - Check some pairs/groups to support.  - Call on some pairs/groups to share their plan with the class. | - Work in pairs (open pairs).  - Work in pairs (close pairs).  - Work in pairs (their own conversations).  - Work in pairs/groups (discuss and plan).  - Present in front of the class. |

**C. Homework (5’)**

- Instruct Ss to have a look back on the lesson at home, do exercises on page 59 in workbook and get ready for the next lesson.

- Grammar: First Conditional Sentence

- Practice asking and answering with the First Conditional Sentence to talk about condition and result in the future correctly with a partner.

- Prepare for the new lesson – Pronunciation and Speaking on page 80 (SB).