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).