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| **School: ………………………………………..** | **Date:……………………………………..** |
| **Class: …………………………….....................** | **Period: 44** |

**UNIT 3: ARTS AND MUSIC**

**Grammar 3e (Page 52)**

**1. Objectives**

By the end of this lesson, students will be able to…

**1.1. Language knowledge/ skills**

- learn and use new grammar point: conditional type 1.

- practise doing grammar exercises.

- continue the story using conditional type 1.

- develop Ss’ creativity.

**1.2. Competences**

- improve Ss’ analytical, collaboration and critical thinking skills.

 **1.3. Attributes**

 - develop their patriotism, kindness, honesty and accountability.

**2. Teaching aids and materials**

**- Teacher’s aids:** Student’s book and Teacher’s book, class CDs, IWB – Phần mềm tương tác trực quan, projector/interactive whiteboard /TV (if any), PowerPoint slides.

**- Students’ aids:** Student’s book, Workbook, Notebook.

**3. Assessment Evidence**

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| **Performance Tasks** | **Performance Products** | **Assessment Tools** |
| - Look at the cartoon and answer the questions. - Complete the sentences with the correct form of the verbs in brackets.- Read the statements and use the phrases in brackets to make type 1 conditional sentences in your notebook.- Rewrite the sentences in Exercise 2 into your notebook using *unless*.- Continue the story by using conditional type 1. | **-** Ss’ answers.- Ss’ answers.- Ss’ answers.- Ss’ answers.- Ss’ own sentences/ presentation. | - Observation.- Observation.- Observation.- Observation.- Observation. |

**4. Procedures**

**A. Warm up: 5 minutes**

a. Objectives: to help Ss brainstorm the topic and introduce conditional type 1.

b. Content: Cartoon.

c. Expected outcomes: Ss can think about the topic and have some general ideas about conditional type 1.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Look at the cartoon and answer the questions.** 1. What type of conditional do they use in the cartoon?2. What do we use it for?  - Ask Ss to look at the cartoon and answer the questions.- Ask Ss to work in pair to complete the task.- Check Ss’ answers. | - Look at the cartoon and answer the questions.- Work in pair to complete the task.***Answer keys:****1. Type 1.**2. We use the* ***conditional type 1*** *(real present) for something real or likely to happen in the present or future.* |

**B. Presentation: 10 minutes**

a. Objectives: to present conditional type 1.

b. Content: Language box and Note! box.

c. Expected outcomes: Ss can remember and understand conditional type 1.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Conditional (type 1)**• We use the **conditional type 1** (real present) for something real or likely to happen in the present or future.If you like roller coasters, you will enjoy the new amusement park.• We also use it to make offers and promises.If you finish your homework, I will take you to the cinema.When the if-clause comes before the main clause, we need a comma between them.If we leave now**,** we will be at the theatre on time.We will be at the theatre on time if we leave now.- Explain/Elicit that we form type 1 conditionals with if/when + present simple ➝ will/can/ may/might+ infinitive without to. - Go through the theory and explain any points Ss are unsure of.Note!We can use ***unless*** instead of ***if … not*** in the ***if***-clause of type 1 conditional.The verb after ***unless*** is always in the affirmative.e.g. **If** he **doesn’t find** tickets to the festival, he won’t go. / **Unless** he **finds** tickets to the festival, he won’t go.- Read out the ***Note!*** box.- Explain the rules of “unless”. |  - Read the theory in the language boxes and listen to teacher’s explanation.- Take notes.- Listen to the teacher and take notes. |

**C. Practice: 15 minutes**

a. Objectives: to help Ss practise conditional type 1.

b. Content: tasks 1, 2, 3.

c. Expected outcomes: Ss can remember and understand conditional type 1.

d. Organization:

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| **Teacher’s activities** | **Students’ activities** |
| **Task 1. Complete the sentences with the correct form of the verbs in brackets.**- Explain the task and read out the example.- Give Ss time to complete the sentences with the correct form of the verbs.- Check Ss’ answers (using the IWB). | *-* Complete the sentences with the correct form of the verbs in brackets.***Answer keys:******2.*** catch/ will be***3.*** go/ will see***4.*** are/ will miss |
| **Task 2: Read the statements and use the phrases in brackets to make type 1 conditional sentences in your notebook.****1** I don’t want to eat my dinner. (you / be / hungry / during / ballet)If you don’t eat your dinner, you’ll be hungry during the ballet.**2** They don’t want to go to bed. (they / be tired / during / dance show / tomorrow)**3** He doesn’t want to leave now. (he / miss / film)**4** She doesn’t want to take a taxi. (she / late / sports match)**5** We don’t have the tickets for the concert. (we/ stay / at home)- Explain the task and read the example.- Give Ss time to make sentences.- Check Ss’ answers (using the IWB). | - Read the statements and use the phrases in brackets to make type 1 conditional sentences in your notebook.***Answer Keys:****2. If they don’t go to bed, they’ll be tired during the dance show tomorrow.**3. If he doesn’t leave now, he’ll miss the film.**4. If she doesn’t take a taxi, she’ll be late for the sports match.**5. If we don’t have the tickets for the concert, we’ll stay at home.* |
| **Task 3. Rewrite the sentences in Exercise 2 into your notebook using** *unless***.***Unless you eat your dinner, you’ll be hungry during the ballet.*- Explain the task and read the example.- Give Ss time to complete the task.- Check Ss’ answers (using the IWB). | - Rewrite the sentences in Exercise 2 into your notebook using *unless*.***Answer Keys****2 Unless they go to bed, they’ll be tired during the dance show tomorrow.**3 Unless he leaves now, he’ll miss the film.**4 Unless she takes a taxi, she’ll be late for the sports match.**5 Unless we have the tickets for the concert, we’ll stay at home.* |

**D. Production: 10 minutes**

a. Objectives: to help Ss to use the target language and information in the real situation and develop Ss’ creativity.

b. Content: task 4.

 c. Expected outcomes: Ss can continue the story using conditional type 1.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task 4. Continue the story.***A: If I have some free time, I’ll listen to music.**B: If I listen to music, I’ll feel relaxed.**A: If I feel relaxed, ...*- Explain the task and give Ss time to complete the sentences.- Check Ss’ answers around the class. | - Work in pairs to complete the sentences.- Continue the story by using conditional type 1**.*****Suggested Answers:****A: If I feel relaxed, I will study better.**B: If I study better, I will get high marks.* |

**E. Consolidation and homework assignments: 5 minutes**

**-** Grammar points: conditional type 1.

- Do the exercises in workbook on page 30.

- Complete the grammar note in TA 7 Right On! Notebook page 24.

- Prepare the next lesson: Grammar 3e (page 53).

**5. Reflection**

a. What I liked most about this lesson today:

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b. What I learned from this lesson today:

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c. What I should improve for this lesson next time:

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