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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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