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

**UNIT 8:** ECOLOGY AND THE ENVIRONMENT

**Lesson 1.2 – Grammar, (page 65)**

**1. Objectives**

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

**1.1. Language knowledge & skills**

- practice and use *First Conditional* correctly.

- improve writing skill.

**1.2. Competences**

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

**1.3. Attributes**

- develop environmentally-friendly awareness.

**2. Teaching aids and materials**

**- Teacher’s aids:** Student’s book and Teacher’s book, class CDs, Digital Book, (DCR phần mềm tương tác SB, DHA (từ vựng/ cấu trúc) phần mềm trò chơi tương tác) projector / interactive whiteboard /TV (if any), PowerPoint slides.

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

**3. Assessment Evidence**

|  |  |  |
| --- | --- | --- |
| **Performance Tasks** | **Performance Products** | **Assessment Tools** |
| - Describe pictures.  - Fill in the blanks.  - Write first conditional sentences.  - Make first conditional sentences. | - Ss’ answers.  - Ss’ answers.  - Ss’ performance.  - Ss’ answers/ presentation. | - T’s feedback.  - T’s observation/ DCR.  - T’s observation/ DCR.  - T’s feedback/Peers’ feedback. |

**4. Procedures**

**A. Warm up: 5 minutes**

a. Objectives: to raise the Ss’ awareness of the topic and get them ready for the lesson.

b. Content: **A picture**

c. Expected outcomes: Ss can have some first ideas about first conditional.

d. Organization

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **A picture**  - Show/ write a picture.  D:\DTP2021\EDU WORLD\SMART WORLD\photo\bac trong cay.jpg  => Planting trees.  - Elicit some information from Ss.  - Get Ss to write their answers on the board.  - Change Ss’ answers into first conditional, and lead to new lesson. | - Give answers.  - Write them on the board.  ***Ss’ own answers*** |

**B. Presentation: 10 minutes**

a. Objectives: to prepare Ss for the writing activity by providing the form, meaning and use of First Conditional.

b. Content: **Task a.** **Listen and repeat.**

c. Expected outcomes: Ss can generalize the use of First Conditional.

d. Organization

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Task a.**  - Get Ss to look at the picture and elicit some information.  - Play the audio file (using DCR) and ask Ss to listen and repeat chorally and individually.  - Have Ss practice the sentence with a friend.  - Get Ss to give the form, the meaning, and the use of First Conditional or T does (if needed). | - Look at the picture and give the answers.  - Listen to the audio file.  - Practice the sentence with a friend.  - Give the form, the meaning, and the use  of First Conditional.  - Listen to the teacher and take notes. |

**C. Practice: 15 minutes**

a. Objectives: to help Ss get used to using the grammar point and improve Ss’ writing skill.

b. Content: **Task b, and c**

**Task b:** Fill in the blanks.

**Task c:** Write two conditional sentences for each situation.

c. Expected outcomes: Ss can complete the tasks correctly.

d. Organization:

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Task b:**  - Ask Ss to read the sentences before fill in the blanks individually.  - Set time for the activity.  - Get Ss to share their answers with a friend.  - Get the answers from Ss.  - Check Ss’ answers and give feedback if needed.  - Have them practice the sentences with a partner. | - Read the sentences.  - Fill in the blanks.  - Share the answers  - Give their answers.  - Practice the sentences with a partner.  ***Answer Keys*** (Use the DCR) |
| **Task c:**  - Ask Ss to look at the situations.  - Get Ss to write two conditional sentences individually, and then share the answers with a partner.  - Get answers and explanation from Ss.  - Use the DCR to check Ss’ work. | - Look at the situations.  - Write two conditional sentences individually.  - Share the answers with a partner.  - Give answers and explanation.  ***Answer Keys*** (Use the DCR) |

**D. Production: 10 minutes**

a. Objectives: to help Ss to use the language and information in the real situation.

b. Content: **Task d**

**Task d:** In pairs: Make conditional sentences from the prompts in the table.

c. Expected outcomes: Ss can make first conditional sentencescorrectly.

d. Organization

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| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Task d:**  - Ask Ss to work in pairs to make conditional sentences**.**  - Set the time for Ss to do.  - Get around to give help and take notes of some mistakes.  - Call some pairs to talk to the whole class.  - Check and give comment. | - Work in pairs.  - Make conditional sentences.  - Give their answers.  ***Ss’ own answers*** |

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

- Write five first conditional sentences about the benefits of cleaning the classroom every day*.*

- Do exercises in workbook on page 45.

- Prepare the next lesson: Lesson 1.3 – Pronunciation & Speaking (page 66).

- Practice grammar in the Notebook page 45.

**5. Reflection**

a. What I liked most about this lesson today:

…………………………………………………………………………………………

1. What I learned from this lesson today:

…………………………………………………………………………………………

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

…………………………………………………………………………………………