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

**UNIT 8:** ECOLOGY AND THE ENVIRONMENT

**Lesson 2.2 – Grammar, (page 68)**

**1. Objectives**

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

**1.1. Language knowledge & skills**

- practice and use *Second 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** |
| - Complete the situations.  - Write sentences using the prompts.  - Write two sentences for each situation.  - Talk about an imaginary situation. | **-** 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 *Second conditional* and get them ready for the lesson.

b. Content: **Situation**

c. Expected outcomes: Ss can use *Second conditional* in their answers.

d. Organization

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Questions**  - Show/write some situations.  *A teacher/ not a teacher*  *-> If I were a teacher, ………..*  *Sunday/not Sunday*  *-> If today were Sunday, ………….*  - Elicit the answers from Ss.  - Check the answers, focus on *Second conditional* and lead to new lesson. | - Present their answers.  **Ss’ own answers** |

**B. Presentation: 10 minutes**

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

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

c. Expected outcomes: Ss can generalize the use of *Second conditional.*

d. Organization

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| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Task a.**  - Ask Ss to look at the picture and sentence.  - Play the audio file and ask Ss to listen and repeat chorally and individually.  - Have Ss practice reading the sentence in pairs.  - Get Ss to give the form, the meaning, and the use of *Second conditional* or T does (if needed). | - Listen to the audio file.  - Practice the sentence with a friend.  - Give the form, the meaning, and the use  of *Second conditional*.  - Listen to the teachers 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:** Write sentences using the prompts.

**Task c:** Write sentences using the First Conditional or Second Conditional. Write two sentences for each situation.

c. Expected outcomes: Ss can write sentences using the prompts and write two sentences for each situation using *Second conditional* correctly.

d. Organization:

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Task b:**  - Ask Ss to study the prompts, write complete sentences, and share them with a partner.  - Have some SS write the answers on the board.  - Use the DCR to check Ss’ work. | - Read the sentences, write complete sentences.  - Share the answers with a partner.  - Present the answers.  ***Answer Keys*** (Use the DCR) |
| **Task c:**  - Ask Ss to write sentences for each situation using *Second conditional*.  - Get Ss to share their answers with a friend.  - Check Ss’ answers and give feedback if needed. | - Write sentences for each situation using *Second conditional*.  - Share the answers.  - Give their answers.  ***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: Say what you would do to help the environment if you were your town's mayor.

c. Expected outcomes: Ss can express their view on the mentioned issue using *Second conditional*.

d. Organization

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| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Task d:**  - Introduce the task (using DCR).  - Ask Ss to work in pairs.  - 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 to do as directed.  - Present their answers.  **Ss’ own answers** |

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

**-** Write five sentences about your class using *Second conditional*.

- Do exercises in workbook on page 47.

- Prepare the next lesson: Lesson 2.3 – Pronunciation & Speaking (page 69).

- Practice grammar in the Notebook page 47.

**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:

…………………………………………………………………………………………