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| ***Date of planning***:……  ***Date of teaching*:** ……  **WEEK:** | **Period 18: UNIT 3: HEALTHY LIVING FOR TEENS**  **Lesson 2: A CLOSER LOOK 2** |

**I. OBJECTIVES: \* By the end of this lesson, Ss will be able to gain the following items:**

**1. Knowledge:**

+ To teach grammar “*Modal verbs in the first conditional sentences”*

- To review the knowledge of first conditional sentences;

- Use modal verbs in first conditional sentences in real-life situations.

***+ Integrated skills:*** *Listening, speaking, reading, writing.*

**\* Vocabulary:**

- Use words related to students’ life and school work.   
+ Ask for repetition and respond;

**\* Grammar:**

- Use modal verbs in the first conditional sentences. Conditional sentences (Review)

**\*\* Language analysis**

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| *IF*-CLAUSE | MAIN CLAUSE | NOTE |
| If + S + V present simple, | **S + will + V** | standard form |
| **S + can + V** | ability, permission |
| **S + should + V** | advice |
| **S + may/might + V** | possibility |
| **S + must + V** | necessity |

**2. Competence:**

**-** Students will be able to know how to form and use modal verbs in the first conditional sentences. Review the first conditional sentences.

- Develop communication skills and cultural awareness.

- Be cooperative and supportive in pair work and teamwork.

**3. Personal qualities:**

- Raise students’ awareness of healthy living;

- Actively participate in class activities.

- Develop self-study skills.

**II. TEACHING AIDS:**

- Teacher: Grade 9 text book ;Projector / TV.....

- Students : Text books, workbook…

- Computer connected to the Internet.

- *Hoclieu.vn*

**III. PROCEDURE:**

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| **1. WARM UP & INTRODUCTION ( 3’- 5’)** | | |
| **\* Objectives:**  **- To create an active atmosphere in the class before the lesson;**  **- To lead into the new lesson.**  *\* Content:* To have some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the subject and new lesson.  *\* Expected outcomes*: Having a chance to speak English.  *\* Organisation :* Teacher’s instructions … | | |
| **Teacher’s & Student’s activities** | **Content** |
| **+ Greeting**  **+ Game:** B.I.N.G.O  - T divides the class into pairs.  - T delivers a set of word cards which are halves of first conditional sentences to each pair.  - Ss will have to work in pairs to join two slips of paper together to make meaningful sentences  - Ss say “Bingo” when finish.  - The Ss who are the fastest with more correct answers will be the winner.  - T asks Ss to look at A CLOSER LOOK 2 on page 31.  **OR**  Write some first conditional sentences on the board, such as *"If I have time tonight, I will go to the cinema."*  and "If she studies hard, she will pass the exam."  - Explain that we can use modal verbs such as can, must, may, might, should, etc. instead of will in the main clause of first conditional sentences to express ability, permission, necessity, possibilities, advice, etc. Ask Ss to read the examples that illustrate the uses of some of modal verbs in first conditional sentences in the **Remember!** box. Then ask Ss to work in pairs or small groups and brainstorm as many different modal verbs as they can that could be used instead of will in the sentences written on the board.  + Bring the class back together and ask each group to share their list of modal verbs. If there is enough time, T may ask Ss to work in pairs again and write a short dialogue where they use at least three different modal verbs In first conditional sentences. For example, "*If 1 have time tonight, I should go to the cinema. If I don't, I might watch a movie at home."* | **+ Greeting**  **- T\_Ss.**  + Students **(Ss)** listen and learn how to do the tasks.  ***\* Answer key:***  **1.** If she trains harder, she can run faster than you.  **2.** If you want to have good mental health, you should balance your study and life.  **3.** If he is good at IT, he may / might get a good job.  **4.** If you finish your paper, you can hand it in and leave for home.  **5.** If you finish your paper, you can hand it in and leave for home. **6.** If you want to manage your time effectively, you must get rid of all the distractions.  **-** Open the book and write the tittle of the lesson. |
| **ACTIVITY 1. PRESENTATION/ NEW LESSON ( 12’- 15’)** | | |
| **\* Objectives:**  **To revise the forms of verbs which are used in the if-clause and the main clause of first conditional sentences.**  *\* Content:* To teach grammar. Use modal verbs in the first conditional sentences  *\* Expected outcomes*: Students know how to use the target grammar. Write the correct form of each verb in brackets.  *\* Organisation* **:** Teacher’s instructions. | | |
| **Teacher’s & Student’s activities** | **Content** |
| TASK 1: **Write the correct form of each verb in brackets.** | | |
| + Ask Ss to do the exercise individually and then check their answers in pairs.  - Invite some Ss to share their answers. Confirm the correct answers. | - T\_Ss  **\* Answer key:**  **1.** doesn’t want  **2.** feel  **3**. sleep  **4.** completes  **5.** be |
| **ACTIVITY 2. PRACTICE ( 15’)** | | |
| **\* Objectives:**  **+ To help Ss distinguish the uses of modal verbs in first conditional sentences.**  **+ To give Ss further practice with modal verbs in first conditional sentences.**  + To give Ss further practice with modal verbs in first conditional sentences in real-life situations.  *\* Content:*  Task 2: Circle the correct modal verbs to complete the following sentences.  Task 3: Match the first half of the sentence in A with the second half in B.  Task 4: What will you say in each situation below? Use first conditional sentences with  *\* Expected outcomes*: Students understand how to use the target grammar. Recall the form of the first conditional sentences;  - Know how to use modal verbs in first conditional sentences for different uses.  *\* Organisation :* | | |
| **Teacher’s & Student’s activities** | **Content** |
| TASK 2: **Circle the correct modal verbs to complete the following sentences.** | | |
| + Have Ss do this exercise individually and then compare their answers with a partner.  - Ask some Ss to write their answers on the board.  - Check the answers with the whole class. Ask Ss to explain the use of the modal verb in each sentence. - Confirm the correct answers. | **- T\_Ss**  ***\* Answer key:***  **1.** can  **2**. might  **3.** must  **4.** shouldn’t  **5.** should |
| TASK 3**: Match the first half of the sentence in A with the second half in B.** | | |
| + Have Ss do this exercise individually and then form groups of four to compare answers.  - Ask some Ss to write their answers on the board.  - Check the answers with the whole class. Ask Ss to explain the use of the modal verb in each sentence. - Confirm the correct answers. | **- T\_ Ss**  ***\* Answer key:***  **1.** d **2**. c  **3.** b **4.** e  **5.** a |
| TASK 4: **What will you say in each situation below? Use first conditional sentences with modal verbs.** | | |
| + Have Ss read the situations carefully. If necessary, T may explain each situation to Ss. Ask Ss to write the sentences / clauses individually and then compare their answers with a partner.  - Ask some Ss to write their answers on the board. Other Ss and T comment.  - Check the answers with the whole class. Confirm the correct answers.  ***\* Teacher corrects for students as a whole class.*** | **- T\_ Ss.**  ***\* Answer key:***  **1.** If you want to lose weight, you should eat less high-fat food and do more exercise.  **2.** If I have an ice cream, I may have a sore throat.  **3.** If you want to have good health, you must get 8 hours of sleep per night.  **4**. You can go for a swim if you finish all your homework.  **5.** If I have all needed ingredients, I can make a delicious pizza. |
| **ACTIVITY 3. PRODUCTION ( 8’)** | | |
| **\* Objectives:**  **+ To give Ss further practice with modal verbs in first conditional sentences in real-life situations.**  *\* Content*: Ss practise using modal verbs in the first conditional sentences  *\* Expected outcome*: Students can do the exercises correctly.  *\* Organisation :* | | |
| **Teacher’s & Student’s activities** | **Content** |
| TASK 5: **Complete the sentences with your own ideas using the modal verbs you have learnt** | | |
| + Have Ss read the situations carefully. If necessary, T may explain each situation to Ss. Ask Ss to write the sentences / clauses individually and then compare their answers with a partner.  - Ask some Ss to write their answers on the board. Other Ss and T comment.  - Check the answers with the whole class. Confirm the correct answers.  ***\* Teacher gives corrections and feedbacks.*** | ***\* Answer key:***  **1.** If you spend too much time playing computer games, you might miss out on other important activities like exercising, socialising, and studying.  **2.** If you want to get a good night's sleep, you should avoid drinking caffeine or alcohol before bed and try to establish a regular sleep schedule.  **3**. If you don't feel well, you should consult a doctor or a medical professional to get a proper diagnosis and treatment. |
| EXTRA ACTIVITY  – Prepare a list of diﬀerent verbs (e.g*. travel, study, eat, watch, etc*.) and a list of modal verbs (*can, may, might, must, should, etc*.) on separate pieces of paper or on index cards. Place these cards face down on the table.  – Divide the class into pairs or small groups. Each group / pair takes turns to select one verb card and one modal verb card from their respective piles. These cards will form the basis of their first conditional sentence.  – Once the cards are chosen, each group / pair constructs a first conditional sentence using the selected verb and modal verb to describe a real-life situation. For example, *if they draw ; travel* and can, *they might create a sentence* like “*If we have enough money, we can travel to Europe next summer.”*  Encourage creativity and make sure that the sentences are grammatically correct and sound logically.  – After each group / pair has created their sentences, have Ss share them with the class. To add a competitive element, the class votes on which group’s / pair’s sentence they find the most creative or interesting. | | |
| **5. WRAP-UP & HOME WORK (2’)**  + Summarise the main points of the lesson.  + Ask Ss to make first conditional sentences about themselves, using modal verbs instead of will.  \* HOME WORK:  - Do more exercises in workbook.  - Prepare new lesson: Lesson : COMMUNICATION.  ============================================== | | |