Date of preparation:

Date of teaching:

Period: 71

**UNIT 9: ENGLISH IN THE WORLD**

**Lesson 3: A CLOSER LOOK 2**

**I. OBJECTIVES:**

**1. Knowledge:** By the end of the lesson students will be able to:

- Use the lexical items related to languages.

- Use conditional sentences type 2 correctly and appropriately.  
- Use relative clauses correctly and appropriately.

a. Vocabulary: related to languages

b. Grammar: Conditional sentences type 2, Relative clauses.

**\* Skills:** Writing the answers, rewriting the sentences, circling the correct words, writing true sentences

**2. Competence development:**

- Self-study: Determine the duty of study, surf the information and answer the questions related in the lesson.

- Problem solution: Analyse the problems and find the solutions for these in the lesson as well as in the discussion.

- Cooperation: Assign the duty in team work, pair work, linguistic competence, cooperative learning and communicative competence

**3. Virtues:**

- Responsibility:Ss will be interested in learning English

- Compassionate quality: Ss will be able to have a good ability of using English in communication.

- Honesty: Ss will be able to give correct information as well as factual data

**II. TEACHING AIDS**

**1. Teacher:** Textbooks, computer, projector, plan.

**2. Students:** Textbooks.

**III. PROCEDURE**

**1. Checking:** During the lesson

**2. New lesson:**

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| **Teacher**’s **and students**’ **activities** | **Contents** |
| **1. Warm up (5’)**  **Aim:** To attract Ss’ attention to the lesson and to lead in the new lesson  **Content:** Ss review how to use conditional type 2  **The result of the activity:** Students know how to review how to use conditional type 2  **Procedure:** | |
| **Teacher**’s **and students**’ **activities** | **Contents** |
| Groupwork:  - Divide the class into two teams  - Ask each team to make sentences with conditional sentences type 2 | **Eg:**  If I were you, I would study harder |
| **2. Presentation (10’)**  **Aim:** Help Ss review conditional sentences type 2  **Content:** Ss do the exercises related to use conditional type 2  **The result of the activity:** Students know how to use conditional type 2 correctly  **Procedure:** | |
| **Teacher**’s **and students**’ **activities** | **Contents** |
| T retells the way to use and form  by analysing the example.  Ss listen and copy  - Then ask some Ss to give some examples to illustrate their understanding.  Ss give some examples  T asks Ss to do exercise b and ex 2  - First, have Ss work independently, then ask them to share their answers with one or more partners. - Ask some Ss to say their answers aloud.  - Give comments, and make any correction if necessary.  - Have Ss work independently to write the sentences. If there isn’t much time or Ss are not so strong, allocate one or two sentences per student. Then ask them to share their answers with a partner. - Ask some Ss to write their sentences on the board and discuss as a class.  - Give comments and make any corrections**.** | **I. Conditional sentences type 2**  **Eg:**  If there weren’t so many words, It would be easier for us to master it  **Ex b. Write *Yes* or *No* to answer the questions** **about each sentence.**  *Key:* 1. No 2. Yes 3. No 4. No 5. No  **2. Rewrite the sentences using the conditional** **sentences type 2.**  *Key:* 1. If my English were/was good, I would feel con­ dent at interviews. 2. If Minh had time, she would read many English books. 3. If I were you, I would spend more time improving my pronunciation. 4. If Mai didn’t have some friends who were/are native speakers of English, she wouldn’t be so good at the language. 5. If you could speak English, we would offer you the job. |
| **3. Practice (15’)**  **Aim:** Help Ss know how to use relative clauses and do exercise  **Content:** Ss do the exercises related to use conditional type 2  **The result of the activity:** Students know how to use conditional type 2 correctly  **Procedure:** | |
| **Teacher**’s **and students**’ **activities** | **Contents** |
| T explains and draws Ss’ attention to the use of relative clauses by analyzing the examples in the grammar box in3b. Then ask the more able Ss to give some further examples.  T asks Ss to do exercise 4  Ss do exercise 4 individually  - Have Ss work independently to do exercise 6.    - Ask them to share their answers with a partner. Ask some Ss to say their answers aloud. - Give comments, and make any corrections. | **II. Relative clauses**  We use relative clauses to give extra information about something / someone or to identify which particular thing/ person we are talking about.  **\* Rules of using relative clauses**  - Which (for things and animals)  - Who (for people)  - Whom (for people as the object of the relative clause)  - When (for time)  - Where (for places)  - Why (for reasons)  - Whose (for possession)  That (for people, things, animals and times)  **Eg:**  The book which I liked was the detective story.  **Ex 4. Circle the correct word. Sometimes more than one answer is possible.**  *Key:* 1. who/that  2. where  3. whose  4. when/that  5. whom/who  6. Why  **Ex 6. Rewrite these sentences as one sentence** **using a relative clause.**  *Key:*2. Parts of the palace where/in which the queen lives are open to the public. 3. English has borrowed many words which/that come from other languages. 4. I moved to a new school where/in which English is taught by native teachers. 5. There are several reasons why I don’t like English. 6. The new girl in our class, whose name is Mi, is reasonably good at English. |
| **4. Further practice (10’)**  **Aim:** Ss can write sentences about yourself.  **Content:** Ss use conditional type 2 in communication  **The result of the activity:** Students know how to use conditional type 2 correctly in communication  **Procedure:** | |
| **Teacher**’s **and students**’ **activities** | **Contents** |
| T asks Ss to write sentences about yourself.  Ss write sentences about yourself.  T corrects and remarks | **\* Write true sentences** **about yourself. Then share** **them with your partner.**  **Eg: How many things do you** **have in common?** |
| One student review what’ve been learnt in the lesson  T summarizes again | **Consolidation (2’)**  Review the lesson |

**3. Guides for homework (3’)**

- Review conditional sentence type 2 and relative clauses.

- Prepare: Communication

**\* Feedback:**

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