**Week: \_\_\_\_ *Date of planning: / /2022***

**Period: \_\_\_ *Date of teaching: / /2023***

**UNIT 2: LIFESTYLES**

**Lesson 3: A closer look 2**

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

**1. Knowledge**

- use the future simple and first conditional

**2. Competences**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

**3. Personal qualities**

- Love talking about future possibilities and conditions

**II. MATERIALS**

- Grade 8 textbook, Unit 6, A closer look 2

- Computer connected to the Internet

- Projector / TV

- hoclieu.vn

**III. PROCEDURES**

**1. WARM-UP (4 mins)**

**a. Objectives:**

- To introduce the term of first conditional

**b. Content:**

- Asking questions to lead in the lesson.

**c. Expected outcomes:**

- Students’ answers.

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Asking questions**:  - Teacher asks Ss “What will you buy if you have 1,000,000 VND?”  - Ss answer the question individually.  - Teacher leads in the introduction of the target grammar point.  - Teacher sets the context for the lesson  - Teacher corrects for students (if needed) | **Question**:  What will you buy if you have 1.000.000 VND? |

**2. ACTIVITY 1: PRESENTATION (8 mins)**

**a. Objectives:**

- To help Ss review the forms and use of the future simple and first conditional

**b. Content**:

- Teacher asks Ss to do the exercise individually and then check their answer in pairs.

- Invite some Ss to share their answers. Confirm the correct answers.

**c. Expected outcomes:**

- Students know how to use the target grammar.

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Grammar teaching**  - Teacher reminds students that they have already learnt The future simple and First conditional.  - Tell them to read the Remember! box in pairs (p. 63)  - Teacher explains again the form and use of future simple and first conditional.  - Teacher checks students’ understanding by asking some checking-questions. | **1/ Future simple.**  **We use the future simple to describe future possibilities or conditions.**  **Ex:** I will buy a boat.  **=> (+) S + will + V-inf + .....**  **Ex:** I won’t / will not buy a watch.  **=> (⎯) S + won’t / will not + V-inf + …**  **Ex:** Will you buy a helicopter?  => **(?) Will + S + V-inf + …?**  **2/ First conditional**  **We use first conditional to talk about things which are possible in the present or the future.**  If she has 1,000,000 VND, she will buy a closet.  If + Present Simple, Future Simple  **If + S + V(s/es) + .. , S + will + V -inf +.....** |

**3. ACTIVITY 2: PRACTICE (23 mins)**

**a. Objectives:**

**-** To help ss revise the future simple to complete the given dialogues.

- To help ss use the future simple to build sentences.

- To help Ss practise future simple and first conditional in sentences

- To help Ss distinguish ***if*** and ***unless*** in conditional sentences.

**b. Content**:

- Task 1: Use the verbs from the box with will or won’t to complete these dialogues.

- Task 2: Arrange these words and phrases in the correct order to form meaningful sentences.

- Task 3: Give the correct tense of the verbs in brackets, using the first conditional.

- Task 4: Fill in each blank with IF or UNLESS.

**c. Expected outcomes**:

- Students understand how to use the target grammar.

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1: Use the verbs from the box with will or won’t to complete these dialogues**. (4 mins) | |
| - Give Ss some time to work by themselves and write down the answers. Observe and help when and where necessary.  - Ask some Ss to read their sentences. Call on some Ss to write their answers on the board. Confirm the correct answers.  - Explain to Ss another use of the future simple (to describe future possibilities or conditions), and give one or two examples before moving onto 2.  - Teacher corrects the students as a whole class. | ***Answer key:***  1. will tell  2. will attend – won’t join  3. won’t have – will do |
| **Task 2: Arrange these words and phrases in the correct order to form meaningful sentences**. (7 mins) | |
| - Have Ss work individually. Tell them to put the words in correct order to build meaningful sentences. Tell them to pay attention to the form of the future simple.  - T lets Ss work in pairs to compare their answers before sharing their answers.  - T checks and confirms the correct answers.  - Teacher corrects the students as a whole class. | Answer key:  1. We will take our first-term exams very soon.  2. Will they stay in an igloo when they visit Alaska?  3. She will work with the tribal groups to help them revive their culture.  4. I won’t choose online learning in the second semester.  5. I’ll come to see you if I go to London this summer |
| **Task 3: Give the correct tense of the verbs in brackets, using the first conditional.** (6 mins) | |
| - Draw Ss’ attention to the form and use of the first conditional: main clause (future simple) and if-clause (present simple).  - Have Ss look at the sentences and write down their answers.  - T asks Ss to check their answers with their partners. Ask for translation of some of the words to check their understanding.  - T confirms the correct answers.  - Teacher corrects the students as a whole class. | ***Answer key:***  1. eat  2. goes  3. will have  4. don’t do  5. Will she be |
| **Task 4: Fill in each blank with IF or UNLESS.** (6 mins) | |
| - Introduce to Ss do the conjuntion ***unless*** in the **Remember**! box and give them some one example. (P.64)  - Have Ss do the exercise individually and then exchange their answers with a partner.  - Call on some Ss to read the sentences aloud. Other Ss comment.  - T confirms the correct answers.  - Teacher corrects the students as a whole class. | **Remember:** we can also use ***unless*** in conditional sentences ***Unless*** means “***if .... not***”  **Ex**:  You will fail the test **if** you **don’t** study harder.  => You will fail the test **unless** you study harder.  ***Answer key:***  1. Unless  2. if  3. unless  4. If  5. unless |

**4. ACTIVITY 3: PRODUCTION (8 mins)**

**a. Objectives:**

- To help Ss apply the uses of the first conditional with *if* and *unless* in real contexts by making sentences about themselves

**b. Content**:

- Task 5: Complete the following sentences to make them true for you. Then share your answers with a partner.

**c. Expected outcomes:**

- Students can make sentences using the learned grammar points.

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 5: Complete the following sentences to make them true for you. Then share your answers with a partner.** (8 mins) | |
| - Give them some time to work independently and write down their sentences.  - Then let them work in pairs to exchange their sentences.  - T goes round giving help when and where necessary.  - Some Ss may write their answers on the board. Other Ss comment and T makes corrections.  - Teacher gives corrections and feedback. | ***Suggested answers:***  1. If it rains tomorrow, I will stay at home. 2. Unless I get good marks, I will be upset. 3. If I have free time this weekend, I will visit my grandparents  4. If I study harder, I will get good marks. 5. Unless I go to bed early, I will be tired tomorrow. |

**5. CONSOLIDATION (2 mins)**

**a. Wrap-up**

- Summarise the main points of the lesson.

- Ask Ss to make sentences about themselves, using first conditional.

**b. Homework**

- Make 5 sentences with conditional type 1

- Talk about what will you do tomorrow.

- Students’ workbook

- Prepare next lesson: Unit 6: Communication