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

**UNIT 3: PROTECTING THE ENVIRONMENT**

**Lesson 1.2 - Grammar (Page 25 & 26)**

**I. OBJECTIVES**

By the end of the lesson, Ss will be able to:

**1.1. Language knowledge and skills**

- use First Conditional to talk about future situations.

- distinguish the differences between “if” and “unless”.

**1.2. Competences**

- improve communication, collaboration, critical thinking

**1.3. Attributes**

- be aware of the causes and effects of pollution.

**II. TEACHING AIDS AND LEARNING MATERIALS**

**1. Teacher’s aids:** Student 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, handouts.

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

**III. ASSESSMENT EVIDENCE**

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| **Performance Tasks** | **Performance Products** | **Assessment Tools** |
| - Read and fill in the blanks. **-** Listen and repeat.- Read and fill in the blanks with correct form of the verbs.- Look and write First Conditional sentences.- Ask your partner about the activities in task c. | **-** Ss’ answers.- Ss’ performance.- Ss’ answers.- Ss’ answers/ presentation.- Ss’ presentation | - T’s feedback.- T’s feedback/Peers’ feedback.- T’s feedback/Peers’ feedback.- T’s observation, T’s feedback/Peers’ feedback.- T’s observation, T’s feedback/Peers’ feedback. |

**IV. PROCEDURES**

**A. Warm up: (5’)**

**a) Objective:** To introduce the new lesson and set the scene for Ss to acquire new language; get students' attention at the beginning of the class by enjoyable and short activities as well as to engage them in the follow-up steps.

**b) Content:** review present simple and future simple tenses.

**c) Expected outcomes:** Ss can make their own sentences with the use of Present Simple and Future Simple tenses.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| * **Option 1: Unscramble letters**

- Give a list of some nouns whose letters are unscramble, have Ss work in groups of 4 to write the correct words and then make sentences with those words in Present Simple tenses and Future simple tenses.- Call Ss to give answers.- Check Ss’ answers, give feedback.**\*Noun list:** *pollution, environment, air, health, wildlife, disease.*   Lead to the new lesson* **Option 2: Unscramble words**

- Give a list of some disorder words, have Ss divide them into groups of 4. - Ask them to put sentences in correct order.- Call Ss to give answers.- Check Ss’ answers, give feedback.\* **Unscramble sentences:***1. tourism/pollution/affects.**2. better and better/be/will/environment.**3. fresh air/usually/has/countryside.**4. your health/eating apples/for/is.**5. animals/home/for/wildlife/is.* Lead to the new lesson. | - Work in groups.- Write answers.**Possible answers from the students***1. Pollution affects tourism.**2. Environment will be better and better.**3. Countryside usually has fresh air.**4. Eating apples is good for your health.**5. Wildlife is home for animals.*- Work in groups.- Read or write answers.**Possible answers from the Ss***1. Pollution affects tourism.**2. Environment will be better and better.**3. Countryside usually has fresh air.**4. Eating apples is good for your health.**5. Wildlife is home for animals.* |

**B. New lesson (35’)**

* **Activity 1: Presentation (10’)**

**a) Objective:** Introduce the First Conditional sentences, the differences between “if” and “unless”.

**b) Content:** Listen and repeat. Go through the grammar point.

**c) Expected outcomes:** Ss can make their own sentences with the use of First Conditional and use it in some following exercises.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Task a. Read about First Conditional with “if” or “unless”, then fill in the blanks**- Have Ss look at the picture (using DCR).- Play audio (CD1 – Track 14) and have Ss listen and read the speech bubbles.- Play the audio again and have Ss listen and repeat. **Grammar box*** **Option 1:**

- Have Ss look at the grammar explanation meaning and form (using DCR).- T emphasizes the use of First Conditional sentence.- Ask Ss to fill in the blanks.* **Option 2:**

- Have Ss close books.- Give some model sentences in **if clause** (the causes), ask Ss to make **main clause** (the effects).**Examples:**1. *If I turn off the fan, …*
2. *If I don’t eat dinner, ……*
3. *If I don’t do my homework, ….*

- Then have Ss pay attention to **if** and **main clause**.Introduce: First Conditional sentences.- Show grammar box, have Ss look and read, then fill in the blanks- Give feedback and evaluation. | - Look.- Listen, then read.- Listen and repeat.- Look and read.- Listen.- Work individually**Answers**- Close all books.- Look and give answers.**Possible answers from the Ss**1. *If I turn off the fan, it will be hot.*
2. *If I don’t eat dinner, I will be hungry.*
3. *If I don’t do my homework, I will be punished.*

- Look and read, then fill in the blanks**Answers** |

* **Activity 2: Practice (19’)**

**a) Objective:** Students can use First Conditional with “if” or “unless” to do the given exercises.

**b) Content:**

- Fill in the blanks with the correct form of the verbs in brackets.

- Look at student’s notes and write First Conditional sentences.

**c) Expected outcomes:** Students can get used to the use of the First Conditional and use them correctly.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Task a. Read and fill in the blanks with the correct form of the verbs in brackets to make First Conditional sentences.**- Demonstrate the activity, using the example (using DCR).- Have Ss read the sentences and write the correct form of verbs.- Have Ss work in pairs to check each other’s work. - Have some Ss share their answers with the whole class.- Give feedback, correct Ss’ answers if necessary.**Task b. Look at student’s notes and write First Conditional sentences using “if” or “unless” clauses.**- Demonstrate the activity, using the example (using DCR).- Have Ss look at the notes and write the questions.- Have Ss check answers with their partners.- Call Ss to write answers.- Check Ss’ answers, give feedback and evaluation. | - Look and listen.- Work individually.- Work in pairs.- Read answers.**Answer keys**- Look and listen.- Work individually.- Work in pairs.- Write answers.**Answer keys** |

* **Activity 3: Production (6’)**

**a) Objective:** Students master the grammar point they study in the lesson.

**b) Content:**  Speaking: Discuss with your partner about the activities in Task c.

**c) Expected outcomes:** Ss produce the new language successfully, and they can use First Conditional in everyday speaking and writing.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Task d. In pairs: Make First Conditional sentences using the prompts and “if” or “unless”**- Divide class into pairs.- Have Ss discuss about conditional clause and main clause. - Have some pairs tell the answers in front of the class.- Give feedback and evaluation.- For more practice, have Ss play a game, using DHA. | - Have discussion in pairs.- Present.- Listen. |

**C. Consolidation and homework assignments (5’)**

**\* Consolidation:**

**-** First Conditional with “if” or “unless”*.*

**\* Homework:**

- Make 3 sentences, use First Conditional with “if” or “unless”.

- Do the exercises in WB: Grammar (page 15).

- Play the consolidation games in Tiếng Anh 8 i-Learn Smart World DHA App on [www.eduhome.com.vn](http://www.eduhome.com.vn)

- Prepare: Lesson 1 – Pronunciation and Speaking (pages 26 & 27 – SB).

**V. REFLECTION**

a. What I liked most about this lesson today:

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1. What I learned from this lesson today:

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

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