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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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