Week: Date of planning:

Period: Date of teaching:

**UNIT 6: 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

**III. PROCEDURES**

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

**a. Objectives:**

- To create an active atmosphere in the class before the lesson.

- To lead into the new lesson.

**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. | **Question:**  *What will you buy if you have 1.000.000 VND?* |

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

**a. Objectives:**

- To revise Ss forms of 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, 64)  - Teacher explains again the form and use of future simple and first conditional. |  |

**3. ACTIVITY 2: PRACTICE** (20 mins)

**a. Objectives:**

**-** Task 1: To help Ss revise the future simple to complete the given dialogues.

- Task 2: + To help Ss revise and further study the future simple

+ To help Ss use the future simple to build sentences.

- Task 3: To help Ss review the form and use the first conditional.

- Task 4: + To help Ss revise *if* and practise the use of unless

+ 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.** (5 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 into 2. | ***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.** (5 mins) | |
| ﻿- Have Ss work individually. Tell them to put the words in the 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. | ***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.** (5 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. | ***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.** (5 mins) | |
| ﻿- 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. | ***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 completing sentences about themselves with *if*-clauses given.

**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 around giving help when and where necessary.  - Some Ss may write their answers on the board. Other Ss comment and T makes corrections. | ***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** (5 mins)

**a. Wrap-up**

- Summarise the main points of the lesson.

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

**b. Homework**

- Ask Ss to revise the future simple and the first conditional and make 5 sentences using the future simple and 5 sentences using the first conditional.

- Do exercise pages 45-46 on Student’s workbook.

- Prepare for lesson 4: Communication.