

Week: _____
Period: _____

Date of planning: / /2022
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

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Asking questions: <ul style="list-style-type: none">- 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

TEACHER'S AND STUDENTS'	CONTENTS
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ACTIVITIES	
Grammar teaching <ul style="list-style-type: none"> - 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. 	<u>1/ Future simple.</u> 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 + ...? <u>2/ First conditional</u> We use first conditional to talk about things which are possible in the present or the future. <u>If she has 1,000,000 VND, she will buy a closet.</u> 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

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)	
<ul style="list-style-type: none"> - 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: <ol style="list-style-type: none"> 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)	

<ul style="list-style-type: none"> - 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. 	<p>Answer key:</p> <ol style="list-style-type: none"> 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
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Task 3: Give the correct tense of the verbs in brackets, using the first conditional. (6 mins)

<ul style="list-style-type: none"> - 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. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. eat 2. goes 3. will have 4. don't do 5. Will she be
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Task 4: Fill in each blank with IF or UNLESS. (6 mins)

<ul style="list-style-type: none"> - Introduce to Ss do the conjunction 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. 	<p>Remember: we can also use unless in conditional sentences Unless means "if not"</p> <p>Ex: You will fail the test if you don't study harder. => You will fail the test unless you study harder.</p> <p>Answer key:</p> <ol style="list-style-type: none"> 1. Unless 2. if 3. unless 4. If 5. unless
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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

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)	
<ul style="list-style-type: none"> - 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. 	<p><i>Suggested answers:</i></p> <p>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</p> <p>4. If I study harder, I will get good marks. 5. Unless I go to bed early, I will be tired tomorrow.</p>

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