

**TIẾNG ANH 11 FRIENDS GLOBAL**  
**UNIT 4: HOME**  
**LESSON 4B – GRAMMAR: COMPARISON**

### I. OBJECTIVES

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

#### 1. Knowledge

- Identify and differentiate between comparative and superlative forms.
- Recognize the usage of comparative and superlative forms in sentences.

#### 2. Competences

- Formulate and construct comparative and superlative sentences accurately.
- Apply comparative and superlative forms in speaking and writing.
- Analyze and compare different degrees of comparison.

#### 3. Personal qualities

- Develop critical thinking skills in evaluating and comparing objects, people, or situations.
- Enhance communication skills by expressing comparisons effectively.

### II. MATERIALS

- Grade 11 textbook, Unit 4, Grammar
- Computer connected to the Internet
- Projector / TV
- PowerPoint Unit 4B

### III. PROCEDURES

#### 1. Activity 1: WARM-UP (9 mins)

##### a. Objectives:

- Introduce the new lesson and set the scene for Ss to acquire new language.
- Get students' attention at the beginning of the class.
- Students can gain more confidence and interest in the lesson.

##### b. Content:

- Charades.
- Exercises 1 and 2.

##### c. Products:

- Students work in groups and pairs.

##### d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENT
<b>CHARADES (6 mins)</b>	
- Ss get in teams of 5 members, prepare a set of 5 adjectives related to emotions on small pieces of paper,	5 adjectives from each team.

<p>and place them folded in a container.</p> <ul style="list-style-type: none"> <li>- The teams let 2 members from the other teams draw any piece from the container and act out the word for the others within the participating team to guess.</li> <li>- The members in the participating team tell which participant is better at expressing the emotion.</li> <li>- When time is up, the host team will tell which person has done the best.</li> </ul>	
<p><b>Exercise 1: Look at the photo and the title of the article. What do you think the article is about? (1 min)</b></p>	
<ul style="list-style-type: none"> <li>- T focuses attention on the photo.</li> <li>- In pairs, students discuss where the two girls are and what they are doing there.</li> <li>- T asks a few students to share their ideas with the class.</li> </ul>	
<p><b>Exercise 2: Read the dialogue, ignoring the gaps, and check your ideas from exercise 1. (2 mins)</b></p>	
<ul style="list-style-type: none"> <li>- Students read the dialogue and check their answers in exercise 1.</li> </ul>	<p>(Possible answer) The people are looking at property to rent. They are discussing which would be the best for them.</p>

### e. Assessment

- Teacher observes the groups and discussion.
- T gives feedback to group answers and individual answers.

## 2. ACTIVITY 2: PRESENTATION (8 mins)

### a. Objectives:

- Ss know the forms and when to use the comparative and superlative forms.

### b. Content:

- Exercises 3 and 4.

### c. Products:

- Students complete exercises in the book.

### d. Organisation:

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENT
<p><b>Exercise 3: Complete the dialogue with the comparative or superlative form of the adjectives in brackets. (4 mins)</b></p>	
<ul style="list-style-type: none"> <li>- T asks students to read the dialogue in exercise 2 and complete it.</li> <li>- T checks answers as a class.</li> <li>- T briefly revises comparative and superlative forms by writing</li> </ul>	<p><b>KEY</b> 1 nearest 2 worst 3 highest 4 further / farther 5 more spacious</p>

the following adjectives on the board and eliciting their comparative and superlative forms: expensive, contemporary, cheap, easy, big and good.	
<b>Exercise 4: Read the Learn this! box. Match each highlighted phrase in the dialogue with a rule (a–f). (4 mins)</b>	
<ul style="list-style-type: none"> <li>- T goes through the Learn this! box.</li> <li>- Students then match each of the highlighted phrases in the dialogue in exercise 2 with the rules in the box.</li> <li>- T checks answers as a class.</li> </ul>	<p><b>KEY</b></p> <p>a the best we've seen   b higher and higher  c The more we spend on rent, the less we'll have for other things.   d more easily   e the least expensive; the least space; less expensive than it seems   f the fewest rooms</p>

**e. Assessment**

- Teacher checks students' performance and gives feedback.

**3. ACTIVITY 3: PRACTICE (16 mins)****a. Objectives:**

- Ss know the forms and uses of the comparative and superlative forms.
- Ss can use those forms in making sentences.

**b. Content:**

- Exercises 5 and 6. (p.50)

**c. Products:**

- Students complete exercises in their books correctly.
- Ss discuss with their friends.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENT
<b>Exercise 5: Look at the table. Then listen and decide if the sentences in the recording are true or false. Correct the false sentences. (6 mins)</b>	
<ul style="list-style-type: none"> <li>- T goes through the instructions.</li> <li>- Students look at the table in pairs. With a weaker class, ask a few questions to check comprehension, e.g. What does the number 5 tell us? (that flat 2 has five rooms)</li> <li>- T plays recording 2.06 for students to decide if the sentences are true or false (<b>pause the recording after each sentence to give students time to write the sentence in their notebooks</b>).</li> <li>- T checks the answers as a class.</li> <li>- Students correct the false sentences in two different ways.</li> <li>- T checks answers as a class.</li> </ul>	<ol style="list-style-type: none"> <li>1. Flat 1 has got the highest rent.</li> <li>2. Flat 2 is less spacious than flat 3.</li> <li>3. Flat 2 is the most comfortable of the three.</li> <li>4. Flat 1 is furthest from the centre.</li> <li>5. You'll pay the least rent for flat 2.</li> <li>6. Flat 3 is further to the station than flats 1 and 2.</li> <li>7. Flat 3 has got fewer rooms than flat 2.</li> <li>8. Flat 1 has got the most rooms.</li> <li>9. Flat 1 is more comfortable and more spacious than flat 2.</li> </ol> <p><b>Answers:</b></p> <ol style="list-style-type: none"> <li>1. <i>F Flat 1 has got the lowest rent.</i></li> <li>2. <i>T</i></li> <li>3. <i>F Flat 3 is the most comfortable of the three.</i></li> <li>4. <i>F Flat 2 is furthest from the centre.</i></li> </ol>

	<p>5. <i>F You'll pay the least rent for flat 1.</i></p> <p>6. <i>F Flat 3 is nearer to the station than flats 1 and 2.</i></p> <p>7. <i>T</i></p> <p>8. <i>F Flat 2 has got the most rooms.</i></p> <p>9. <i>F Flat 3 is more comfortable and more spacious than flat 2.</i></p>
<p><b>Exercise 6: Complete the second sentence so that it means the same as the first using the word in brackets and the correct comparative or superlative form. (10 mins)</b></p>	
<ul style="list-style-type: none"> <li>- T goes through the instructions.</li> <li>- Students do the exercise.</li> <li>- T checks answers as a class.</li> </ul>	<p><b>KEY</b></p> <p>1 sell more slowly in December 2 is less spacious than the villa 3 are becoming more (and more) expensive 4 older the flat gets, the more dilapidated it becomes 5 the cosiest living room I've ever seen</p>

**e. Assessment**

- Teacher observation on Ss' performance.
- Teacher's feedback and peers' feedback.

**4. ACTIVITY 4: PRODUCTION (10 mins)**

**a. Objectives:**

- Ss can use the superlative form, along with the present perfect with ever, to praise somebody or something.

**b. Content:**

- Exercise 7. (p.50)

**c. Products:**

- Ss work in pairs.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENT
<p><b>Exercise 7. Work in pairs. Ask and answer using a superlative form (-est / most / least) and the present perfect with ever. (10 mins)</b></p>	
<ul style="list-style-type: none"> <li>- T goes through the instructions, the prompts and the example question.</li> <li>- T elicits an answer to the question from a student.</li> <li>- Ss do the activity in pairs.</li> <li>- T ask a few students to share their ideas with the class.</li> </ul>	<p>1 Impressive building / visit 2 Interesting person / know 3 Long book / read 4 Exciting film / see</p> <p>What's the most impressive building you've ever visited?</p>

**e. Assessment**

- Teacher observation on Ss' performance.
- Teacher's feedback and peers' feedback.

**5. CONSOLIDATION (2 mins)****a. Wrap-up**

- If T is using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- T asks students: What have you learned today? What can you do now? and elicit answers: I can make comparisons using a variety of comparative and superlative forms.

**b. Homework**

- Prepare for the next lesson

**TIẾNG ANH 11 FRIENDS GLOBAL  
UNIT 4: HOME  
LESSON 4C- LISTENING: YOUNG AND HOMELESS**

**I. OBJECTIVES**

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

**1. Knowledge**

- Understand and identify idioms and formal language in a listening task.
- Match idioms and formal language with words that have the same meaning.
- Demonstrate comprehension of the listening passage related to homelessness.

**2. Competences**

- Apply listening strategies to extract meaning from spoken discourse.
- Utilize vocabulary and idiomatic expressions related to homelessness.
- Engage in critical thinking by expressing opinions on the topic of homelessness.

**3. Personal qualities**

- Develop empathy and awareness of social issues, specifically homelessness.

**II. MATERIALS**

- Grade 11 textbook, Unit 4, Listening audios
- Computer connected to the Internet
- Projector / TV
- PowerPoint Unit 4C

**III. PROCEDURES****1. ACTIVITY 1: LEAD-IN (5 mins)****a. Objectives:**

- Introduce the new lesson and set the scene for Ss to acquire new language.
- Get students' attention at the beginning of the class.
- Activate students' background knowledge.
- Students can gain more confidence and interest in the lesson.

**b. Content:**

- Home comforts.

- Exercise 1.

**c. Products:**

- Students discuss with their friends.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>HOME COMFORTS (2 mins)</b>	
<ul style="list-style-type: none"> <li>- T writes home comforts and elicit the meaning (things in a house that make it comfortable).</li> <li>- T asks: What are your most important home comforts? Which ones could you manage without?</li> <li>- Students discuss the questions in pairs.</li> <li>- T asks a few students to share their ideas with the class.</li> </ul>	<p><b>Suggested ideas:</b></p> <ol style="list-style-type: none"> <li>1. Aromatherapy diffuser</li> <li>2. Home theater system</li> <li>3. Massage chair</li> </ol>
<b>Exercise 1. Work in pairs. Look at the photo, title and slogan opposite. What happens on a 'Big Sleep Out'? Read the article and check your answer. (3 mins)</b>	
<ul style="list-style-type: none"> <li>- T focuses attention on the photo, title and slogan.</li> <li>- In pairs, students discuss what the Big Sleep Out might be and who might take part. (do not check answers at this point).</li> <li>- Students read the text and check their answers.</li> <li>- T checks the answers as a class.</li> <li>- Students discuss the question in pairs.</li> <li>- T asks a few students to share their ideas with the class.</li> </ul>	<p><i>The Big Sleep Out is a charity event which raises money for young homeless people. People sleep rough for one night to understand what life is like for homeless people in the UK.</i></p>

**e. Assessment**

- Teacher observes the groups and give feedback.

**2. ACTIVITY 2: PRE-LISTENING (8 mins)**

**a. Objectives:**

- Ss get to know some useful idioms.
- Ss can familiarize themselves with listening strategies.

**b. Content:**

- Exercise 2.
- Vocabulary Check.

**c. Products:**

- Ss take notes the numbers in their books/notebooks.
- Ss pronounce the new words correctly and use them in appropriate contexts.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENT
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<b>Vocabulary Check (4 mins)</b>	
<ul style="list-style-type: none"> <li>- T goes through the slides.</li> <li>- T checks meaning and pronunciation.</li> <li>- T gives a picture to check Ss' understanding of a new phrase.</li> <li>- Ss answer and take notes of new vocabulary.</li> <li>- Ss work in pairs to complete the sentence completion exercise on the slide for reinforcement.</li> </ul>	<ol style="list-style-type: none"> <li>1. <i>unemployed (a)</i></li> <li>2. <i>afford (v)</i></li> <li>3. <i>to sleep rough</i></li> <li>4. <i>to raise money</i></li> <li>5. <i>a charity event</i></li> </ol>
<b>Exercise 2: Read Listening Strategy 1. Complete the definitions with the words below. (4 mins)</b>	
<ul style="list-style-type: none"> <li>- T goes through Listening Strategy 1.</li> <li>- Students then complete the idioms. (T points out that the meaning of an idiom is often not immediately clear).</li> <li>- T encourages students to note down any idioms they come across and to learn them as they will aid their fluency and understanding.</li> <li>- T checks the answers as a class.</li> </ul>	<ol style="list-style-type: none"> <li>1. <i>ignore</i></li> <li>2. <i>try</i></li> <li>3. <i>enjoy</i></li> <li>4. <i>talk</i></li> <li>5. <i>contact</i></li> </ol>

**e. Assessment**

- Teacher checks students' pronunciation and gives feedback.
- Teacher checks students' understanding of listening strategy.
- Teacher observes Ss' writing of vocabulary on their notebooks.

**3. ACTIVITY 2: WHILE-LISTENING (20 mins)****a. Objectives:**

- Ss can identify the register of spoken English.
- Ss can follow what people say about homelessness.

**b. Content:**

- Exercises 3-5.

**c. Products:**

- Students listen intently and complete exercises in their books.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Exercise 3: Listen to two short recordings. Answer the questions. Use the verbs and phrases in exercise 2 to help you. (7 mins)</b>	
<ul style="list-style-type: none"> <li>- T goes through the instructions. T tells students that they will hear idioms from exercise 3.</li> <li>- T asks students to read the questions. With a weaker class, T could ask students which questions include words that match the idioms.</li> <li>- T play recording 2.07 for students to answer the questions.</li> <li>- T checks answers as a class.</li> </ul>	<p><b>Answer:</b></p> <ol style="list-style-type: none"> <li>1. <i>No, she didn't enjoy it.</i></li> <li>2. <i>No, she didn't.</i></li> <li>3. <i>Yes, he does.</i></li> <li>4. <i>No, they didn't.</i></li> </ol>

<b>Exercise 4: Read Listening Strategy 2. Then listen to three recordings. Which excerpts contain formal language? Use the table below to help you identify them. (8 mins)</b>															
<ul style="list-style-type: none"> <li>- T goes through Listening Strategy 2. T tells students that if they can distinguish between formal and informal speech, this will help them to identify the role of a person who is speaking and the situation they are in.</li> <li>- T goes through the instructions and table and makes sure students understand what they have to do.</li> <li>- T play recording 2.08 for students to record their answers.</li> <li>- T checks answers as a class.</li> </ul>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #800040; color: white;">Formal</th> <th style="background-color: #800040; color: white;">Informal</th> </tr> </thead> <tbody> <tr> <td>increase sharply</td> <td>go up a lot</td> </tr> <tr> <td>offer / require assistance</td> <td>need help</td> </tr> <tr> <td>a high priority</td> <td>very important</td> </tr> <tr> <td>make a proposal</td> <td>suggest something</td> </tr> <tr> <td>currently</td> <td>at the moment</td> </tr> <tr> <td>gain employment</td> <td>find a job</td> </tr> </tbody> </table> <p><b>Answer:</b> <i>Excerpts 1 and 3 use formal language.</i></p>	Formal	Informal	increase sharply	go up a lot	offer / require assistance	need help	a high priority	very important	make a proposal	suggest something	currently	at the moment	gain employment	find a job
Formal	Informal														
increase sharply	go up a lot														
offer / require assistance	need help														
a high priority	very important														
make a proposal	suggest something														
currently	at the moment														
gain employment	find a job														
<b>Exercise 5: Listen again. Choose the correct answers (a–c). (5 mins)</b>															
<ul style="list-style-type: none"> <li>- T asks students to read the questions and highlight keywords that will help them choose the correct options.</li> <li>- T plays the recording again for students to answer the questions. With a weaker class, play the recording a third time if necessary.</li> <li>- T checks the answers as a class.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. a</li> <li>2. c</li> <li>3. c</li> </ol>														

**e. Assessment**

- Teacher observation on Ss' performance.
- Teacher's feedback and peers' feedback.

**4. ACTIVITY 3: POST-LISTENING (10 mins)****a. Objectives:**

- Talk about the problem of homelessness.

**b. Content:**

- Exercise 6

**c. Products:**

- Ss discuss with their partners.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Exercise 6: Discuss these questions with your partner. (10 mins)</b>	

<ul style="list-style-type: none"> <li>- T asks students to read the text in exercise 1 again.</li> <li>- T asks them if they think the text reflects homelessness in their country, i.e. Is there a similar number of homeless people in their country? Are they a similar age? Are the causes the same?</li> <li>- Students discuss the questions in pairs.</li> <li>- T asks a few students to share their ideas with the class.</li> </ul>	<ol style="list-style-type: none"> <li>1 What would be the worst thing about being homeless?  <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <span style="color: red;">The weather</span> <span style="color: red;">Other people's attitudes</span> </div> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <span style="color: red;">Being alone</span> <span style="color: red;">Being uncomfortable</span> </div> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <span style="color: red;">Personal safety</span> <span style="color: red;">Hygiene</span> </div> </li> <li>2 What should governments do to tackle the problem of homelessness?</li> <li>3 What can individuals do to help the homeless?</li> </ol> <div style="border: 1px solid #ccc; border-radius: 15px; background-color: #f8d7da; padding: 10px; margin-top: 10px; width: fit-content;"> <p style="color: #6c757d; font-size: 0.9em;">I think the worst thing would be not having a bed / feeling cold all the time / not being able to wash ...</p> </div>
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#### e. Assessment

- Teacher observation on Ss' performance.
- Teacher's feedback and peers' feedback.

### 5. CONSOLIDATION (2 mins)

#### a. Wrap-up

- If T is using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- T asks students: What have you learned today? What can you do now? and elicits answers: I can understand idioms and formal language in a listening task and match them with words with the same meaning. I can give my opinion on homelessness.

#### b. Homework

- Prepare for the next lesson

## TIẾNG ANH 11 FRIENDS GLOBAL

### UNIT 4: HOME

### LESSON 4D – GRAMMAR: IMAGINARY SITUATIONS

## I. OBJECTIVES

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

#### 1. Knowledge

- Understand and identify the structure and usage of the second conditional.
- Recognize and use the expressions "I wish ..." and "if only ..." to express desires and regrets.

#### 2. Competences

- Formulate and construct sentences using the second conditional, "I wish ..." and "if only ..." accurately.
- Apply the structures in talking about hypotheses.

#### 3. Personal qualities

- Be more aware of changes in the far future.
- Be collaborative and supportive in pair work and teamwork.
- Actively join in class activities.

**II. MATERIALS**

- Grade 11 textbook, Unit 4, Grammar
- Computer connected to the Internet
- Projector / TV/ mini boards
- PowerPoint Unit 4D

**III. PROCEDURES****1. ACTIVITY 1: LEAD-IN (10 mins)****a. Objectives:**

- Get students' attention at the beginning of the class.
- Students can gain more confidence and interest in the lesson.
- Ss can review the grammar of the previous lesson.

**b. Content:**

- Fantasy Home Quest
- Exercises 1 and 2.

**c. Products:**

- Students discuss with their friends.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENT
<b>Fantasy Home Quest + Exercise 1 (5 mins)</b>	
<ul style="list-style-type: none"> <li>- T checks the meaning of stately home (a large old house that has historical interest and can be visited by the public).</li> <li>- Students read the fact file.</li> <li>- T elicits all the good points of living in such a house by asking Ss to give some adjectives and nouns referring to its features, characteristics and amenities.</li> <li>- Ss get into small groups of 5, and create a wish list for their dream house.</li> <li>- Ss compare their dream house and the stately home, using the comparative form.</li> <li>- T asks a few students to share their ideas with the class.</li> <li>- T transitions the discussion towards the target grammar point by linking their wishes for their dream houses with the concept of imaginary situations.</li> </ul>	Ideas from students
<b>Exercise 2: Read and listen to the dialogue. What two outdoor and indoor changes do the speakers mention? (5 mins)</b>	
- T goes through the instructions.	(Possible answers)

<ul style="list-style-type: none"> <li>- T plays recording 2.09 for students to read and listen and make a note of the changes.</li> <li>- T checks the answers as a class.</li> <li>- T asks: Do you agree with the changes mentioned?</li> <li>- T elicits a few answers.</li> </ul>	<p><i>removing trees to make room for a swimming pool; taking away statues ... to build a bowling alley</i></p>
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**e. Assessment**

- Teacher observes the groups and discussion.
- T gives feedback to group answers and individual answers.

**2. ACTIVITY 2: THE SECOND CONDITIONAL (11 mins)****a. Objectives:**

- Ss get used to the forms and uses.

**b. Content:**

- Exercises 3 and 4.

**c. Products:**

- Students complete exercises in their books.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENT
<b>Presentation: Exercise 3. Read the Learn this! box and complete it. Underline all the examples of the second conditional in the dialogue. (2 mins)</b>	
<ul style="list-style-type: none"> <li>- T asks students to read the Learn this! box and complete the rule.</li> <li>- Students look for examples of the second conditional in the dialogue.</li> <li>- T checks answers as a class..</li> </ul>	<p><b>KEY</b></p> <p>1. <i>past simple</i>                      2. <i>would/ could</i></p> <p><i>But if it were my house, I wouldn't allow people to visit.</i></p> <p><i>If you had a party, you could invite hundreds of people!</i></p> <p><i>The parties would be better if I made a few changes, though. Well, if those trees weren't there, there'd be room for a swimming pool! If you took away all the statues, you could build a great bowling alley there!</i></p>
<b>Practice: Exercise 4. Complete these second conditional sentences using the verbs in brackets. (9 mins)</b>	
<ul style="list-style-type: none"> <li>- Students complete the sentences.</li> <li>- T checks the answers as a class.</li> </ul>	<p><b>Answer key:</b></p> <p>1. <i>lived; would have</i></p> <p>2. <i>visited; would sleep</i></p> <p>3. <i>could; was</i></p> <p>4. <i>wasn't; would watch</i></p>

**e. Assessment**

- Teacher observation on Ss' performance.
- Teacher's feedback and peers' feedback.

### 3. ACTIVITY 3: WISH and IF ONLY (12 mins)

#### a. Objectives:

- Ss get used to the forms and uses.

#### b. Content:

- Exercises 5 and 6.

#### c. Products:

- Students complete exercises in their books.

#### d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENT
<b>Presentation: Exercise 5. Read the Learn this! box and complete it. Underline one example of I wish ... and one example of If only ... in the dialogue. (3 mins)</b>	
<ul style="list-style-type: none"> <li>- T goes through rule a in the Learn this! box, asks students to find examples of I wish ... and if only ... in the dialogue in exercise 2.</li> <li>- T elicits the tense of the verbs following the two phrases (the past simple).</li> <li>- Ss complete the box. T checks answers as a class.</li> </ul>	<p><b>Answer key:</b></p> <p>1. <i>had</i>      2. <i>lived</i>  3. <i>wouldn't</i>    4. <i>would</i></p> <p><i>Examples in the dialogue:</i></p> <p><i>I wish I lived here.</i>  <i>If only I were a member of the Howard family!</i></p>
<b>Practice: Exercise 6. Complete the first line of each mini-dialogue with the verbs in brackets. Use the past simple or would / could + infinitive without to. Complete the other lines with the second conditional. (9 mins)</b>	
<ul style="list-style-type: none"> <li>- T goes through the Look out! box. Point out that although we often use were instead of was in second conditional sentences and with if only and I wish, was is equally correct. <i>Were</i> sounds slightly more formal, but it is also used in informal English.</li> <li>- Students complete the sentences.</li> <li>- T checks answers as a class.</li> </ul>	<p><b>Answer key:</b></p> <p>1. <i>would come</i>  2. <i>would give</i>  3. <i>was / were</i>  4. <i>lived</i>  5. <i>was / were</i>  6. <i>would get</i></p>

#### e. Assessment

- Teacher observation on Ss' performance.
- Teacher's feedback and peers' feedback.

### 4. ACTIVITY 4: PRODUCTION (10 mins)

#### a. Objectives:

- Ss can use the second conditional in their speech.
- Ss can talk about hypothetical situations.

#### b. Content:

- Exercise 7.

**c. Products:**

- Students take notes in their books, discuss with their friends, then report.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENT
<b>Exercise 7 (Speaking). In pairs, talk about what you would do if you? (10 mins)</b>	
<ul style="list-style-type: none"> <li>- T goes through the instructions and give students two minutes to think of two sentences for each of the points.</li> <li>- In pairs, students compare their ideas.</li> <li>- T circulates and monitors, making a note of any errors you hear. When Ss have finished, T writes the errors on the board without saying who made them. Students can correct the mistakes as a class.</li> <li>- A few students volunteer to share their ideas with the class.</li> </ul>	<ol style="list-style-type: none"> <li>1 owned Castle Howard.</li> <li>2 had a swimming pool in your garden.</li> <li>3 gave a party for hundreds of people.</li> <li>4 had to allow the public into your home.</li> </ol> <div style="text-align: center; margin-top: 20px;">  <p>If I owned Castle Howard, I would ...</p> </div>

**e. Assessment**

- Teacher observation on Ss' performance.

- Teacher's feedback and peers' feedback.

**4. CONSOLIDATION (2 mins)**

**a. Wrap-up**

- If T is using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.

- T asks students: What have you learned today? What can you do now? and elicits answers: I can use the second conditional, 'I wish ...' and 'if only ...' to talk about imaginary situations.

**b. Homework**

- Prepare for the next lesson