***Date of planning : 13 /1 / 2025***

***Date of teaching : 16/ 1 / 2025***

Week :19 UNIT 7: TELEVISION

Period :57 Lesson 3: A closer look 2

**I. OBJECTIVES:**

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

- know how to use *Wh*-questions and conjunctions in compound sentences: *and, but, so* correctly.

**II. LANGUAGE ANALYSIS**

**1. Knowledge:**

**\* Vocab:** The lexical items related to the topic “television”

**\* Grammar:** Use conjunctions (but, and, because …) and question words (where, who, why,… )

**2. Competences:** Know how to use some question words and conjunctions correctly; Talk about a favourite TV programme; identifying types of TV programmes in the world.

**3. Quality/ behavior:** To teach SS to work hard, Ss will be more aware of spending time watching TV, and choose the best programme for yourself ; Ss have the good attitude to working in groups, individual work, pairwork, cooperative learning and working.

**III. MATERIALS**

**\* Preparation:**

**1. Teacher:** - Text books , pictures, planning (Unit 7, A closer look 2)

- Smart TV/Pictures, sets of word cards

- sachmem.vn

**2. Students:** Text books, notebooks, posters, ….

**3. Method:** Ask and answer ; group works; individual ……

IV. PROCEDURES : (STAGES)

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| **\* Warm-up (5’)**  **\* Aim**: To activate and anticipate students’ knowledge of the questions they are familiar with  To introduce targeted grammar of *Wh*-questions.  \* Content: Game: Netwworking *“Question words”*  **\* Products:** Students words correctly on the board.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | | **Content** |
| \* **Warm up (group work)**  ***\* Game: Networking***  - Teacher divides the class into two teams, then writes “question words” on the board and gives them two minutes to discuss.  - After that time, a student from each team one by one runs to the board and writes one word.  - The team which has more correct answers is the winner.  **Lead in**:Teacher draws students’ attention to the question words they are going to learn in the lesson: *when, how many, how often, what, where, who* and *why* and informs students of conjunctions: *but, so, and.* | | | *\**  Game: Netwworking  **What**  Question words  **\* Suggested answer:**  *- Who , what, where, when, why, which, how,…* |
| **\* Presentation (15’)**  **I. Wh-questions:** | | | |
| **Task 1+ 2**  **\* Aim:** To remind students of the questions they are familiar with.  To help students identify the functions of different question words.  \* **Content:** Read the conversation and underline the question words; Read the conversation and underline the question words.  **\* Products:** Understand and know how to use different question words.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| **Task 1: T-Ss**  - Teacher has students complete the task individually.   * Teacher checks the answers as a class.   **Task 2:**   * Teacher allows students to do the matching in pairs. * Teacher checks their answers as a class. * Teacher explains if students have any difficulty understanding how to use the question words. | | **Task 1: Read the conversation and underline the question words.**  ***\* Answer key:***  What are you doing tomorrow?  Whereis it?  How long is it on?  **Task 2: Match each question word with the information it needs.**  ***\* Answer key:***  When – time  How many – number  How often – repetition  What – thing  Where – place  Who – people  Why – reason  **II. Conjunctions: *but, so, and*** | |
| **II. Conjunctions: *but, so, and***  **\* Aim:** Help Ss know the meanings as well as the use of the three conjunctions: *and, but, so.*  \* **Content:** Explain the way to use and give example.  **\* Products:** Understand and know how to use three conjunctions: *and, but, so.* | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| * Teacher writes the example in the Remember! Box (page 10) on the board and circles the conjunction in the sentence. * Teacher underlines the clauses before and after the conjunction. * Teacher draws students’ attention that conjunctions are used to connect two clauses into a compound sentence. * Teacher introduces the focused conjunctions: *but, so, and.* * Teacher asks students to work in groups of 4 and make 3 compound sentences using three target conjunctions. | | **\* Conjunctions: *but, so, and***  We use conjunctions to combine two clauses into acompound sentence.  **- “and”: is used for addition.**  **- “but” is used for the contrast.**  **- “so” is used for the result**  **\* Exam p les:**  + I like watching cartoons, **but** my brother likes  + watching sports. I enjoy sports, **so** I spend a lot of time outdoors.  + I'm helping decorate the house, **and** my brother is busy cooking.  ***\* Suggested answers:***  + It is still painful, so I go to see a doctor.  + She is tall, but her sister is short.  +I like music, and I like watching TV, too. | |
| **\* Practice (15’)** | | | |
| **Task 3**  **\* Aims:** To give students more practice with question words.  \* Content: Use the question words in the box to complete the conversations.  **\* Products:** Ss say the correct words.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 3:T –Ss : Ss- Ss**   * Teacher has students work on the exercise individually before they compare answers with each other.   - Teacher plays the recording and asks students to listen and check their answers. Also remind students to pay attention to the tune of the *wh*-questions (falling at the end).   * Teacher gives feedback as a class discussion. | **Task 3: Use the question words in the box to complete the conversations. Then listen and check your answers.**  **\* Answer key:**  1. How often, What  2. Who  3. When, Where | | |
| **Task4**  **\* Aims:** To help students identify the meaning and the position of a conjunction  \* **Content:** Match the beginnings with the endings.  **\* Products:** Students’ read the complete sentences out loud.  **\* Organization of implementation** : | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 4: T - Ss, Ss - Ss**   * Teacher has students work in pairs. * Teacher asks students to read the clauses in the beginning column carefully and find clues in the endings column for matching * Teacher checks students’ answers as a class. * Teacher calls some students to read the complete sentences out loud. | **Task 4:** **Match the beginnings with the endings.**  ***\* Answer key:***   1. c 2. a 3. e 4. b   5. d | | |
| **\* Production (5’)**  **\* Aims**: To give Ss some practice in using conjunctions.  **\* Content:** Game : Who’s faster. “Use *and, but* or *so* to complete the sentences.”  **\* Products:** Students play game and say the correct answers.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| * Teacher uses Exercise 5 (p. 10) to create questions in the game.   ***\* Game:*** *Who’s faster ?*   * Teacher prepares 7 numbers which includes 5 questions about using *and, but* or *so* to complete the sentences , and 2 lucky numbers. * Each Ss chooses a number and answers the question behind the number. If the student answers the question correctly, they will get 1 point. If the team chooses the lucky number, they get 1 point without answering the question | **Game:** *Who’s faster ?*  ***\* Answer key:***   1. so 2. but 3. so 4. but   5. and | | |
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| **Teacher’s and Ss’activities** | **Content** | | |
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| **\* Consolidation (3’)**  \* **Aim:** To consolidate what students have learnt in the lesson.  \* **Content:** Summarise the main grammar points of the lesson.  **\* Products:** Students say what they have learnt in the lesson  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’ activities** | **Content** | | |
| - Teacher asks students to talk about what they have learnt in the lesson.  - Say a question word and ask Ss to respond by making a question with it. | Summarise the main grammar points of the lesson.  + Question words  + **Conjunctions** | | |
| **\* Homework (2’)**  \* **Aim:** To revise the knowledge that students have gained in this lesson.  \* **Content:** Review the lesson and prepare for the next lesson and do exersie in the workbbook  **\* Products:** Students’ textbook and workbook  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’ activities** | **Content** | | |
| - T reminds Ss to do homework and prepare the new lesson. | - Make 5 sentences in the present simple tense, using adverbs of frequency.  - Prepare lesson 4 ( communication) | | |