***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 – timeHow many – numberHow often – repetitionWhat – thingWhere – placeWho – peopleWhy – 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, What2. Who3. 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) |