**Week : 22 UNIT 8: FILMS**

**Period: 64 Lesson 3: A closer look 2**

**I. OBJECTIVES**

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

**1. Knowledge**

- Understand the use of the connectors: although/ though and however

- Practice using the connectors: although/ though and however in contexts

**2. Core competence**

**-** Ss know how to make sentences using although/though and however

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

**3. Personal qualities**

- Develop self-study skills

**II. MATERIALS**

- Grade 7 textbook, Unit 8, A closer look 2

- Computer connected to the Internet

- Projector/ TV/ pictures and cards

- sachmem.vn

**III. PROCEDURES: (STAGES)**

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| **Activity 1: Warm-up (5’)**  **\* Aim**: To activate students’ prior knowledge related to the targeted grammar: connectors of contrast.  - To increase students’ interest.  - To enhance students’ skills of cooperating with team mates.  \* **Content:** Game: Sentence puzzling  **\* Products:** Students play the game in groups and arrange the word cards to make a meaningful sentence.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | | **Content** |
| **Warm up (group work)**  \* Teacher divides the class into 4 groups.  -Teacher delivers different sets of word cards to 4 groups.  -Each group will have to arrange the word cards to make a meaningful sentence.  -The group with a correct sentence will get 1 point  \*\* Students play the game in groups.  \*\*\* Teacher and students discuss the answers.  \*\*\*\* Teacher confirms the answers and gives feedback.  **🡪Lead in**  -Teacher draws students’ attention to the connectors used to create the sentences.  -Teacher introduces the target of the lesson: connectors of contrast – although/ though and however. | | | **Game: Sentence puzzling**  Set 1: He goes out *although* it is raining.  Set 2: She gets good marks *though* she is lazy.  Set 3: The movie is not very interesting. *Howeve*r, people still like to watch it.  Set 4: He studied hard. *However*, he failed the exam. |
| **Activity 2: Presentation (7’)**  **\* Aim:** - To have students get to know about the connectors: *although/ though* and *however*.  - To help students understand the use of the connectors: although/though and however.  \* **Content:** \* Grammar: Connectors of contrast  **\* Products:** Ss understand and know how to use the connectors: although/ though and however.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| **Grammar:**  \* Teacher asks students to study the Grammar box.  Teacher draws students’ attention to the meaning and use of although/ though and however.  \*\* Teacher then asks some more able students to give some more examples  \*\*\* Teacher and students discuss the answers.  \*\*\*\* Teacher confirms the answers and gives feedback. | | **\* Grammar: *Connectors of contrast***  ***1. Although/ though***  - We use although/ though before a clause to connect two contrasting ideas in the same sentence.  **Examples:**  + *Although/ Though John Peters is an amateur actor, he gave a great performance in his latest film.*  *+ John Peters gave a great performance in his latest film although/ though he is an amateur actor.*  **2. However**  - We use however to contrast ideas in two sentences. We normally use a comma after it.  **Example:**  *John Peters is an amateur actor. However, he gave a great performance in his latest film* | |
| **Activity 3 : Practice (15’)** | | | |
| **Task 1 + Task 2**  **\* Aims:** To check students’ understanding of the connectors although/though.  \* **Content:** Combine the two sentences, using although/ though.  **\* Products:** Ss give the correct answers.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 1**  \* Teacher has students work individually.  \*\* Students work individually to combine the sentences.  \*\*\* Teacher lets students work in pairs and exchange the answers before checking with the whole class (explain each sentence if necessary).  \*\*\*\* Teacher confirms the answers and gives feedback.  **Task 2**  \* Teacher has students work individually.  \*\* Students work individually to complete the sentences.  \*\*\* Teacher lets students work in pairs and exchange the answers before checking with the whole class (explain each sentence if necessary).  \*\*\*\* Teacher confirms the answers and gives feedback. | **Task 1: Combine the two sentences, using although/ though.**  **\* Answer key:**  1. Although the questions were very difficult, he solved them easily.  2. Although he was a great actor, he never played a leading role in a film.  3. Although they spent a lot of money on the film, it wasn’t a big success.  4. Although the film was a comedy, I didn’t find it funny at all.  5. Although We played well, we couldn’t win the match.  **Task 2: Complete the sentences, using although/ though or however.**  ***\* Answer key***:  1. Although/ Though  2. However  3. although/ though  4. However  5. although/ though | | |
| **Task 3**  **\* Aims:** To check students’ understanding of the connectors *although/though* or *however* in contexts.  \* **Content:** Use your own ideas to complete the sentences.  **\* Products:** Ss complete the sentences exactly.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 3**  \* Teacher asks students to read the instruction.  \*\* Teacher asks students to do the exercise individually, using their own ideas to write sentences.  \*\*\* Teacher then has them work in pairs, comparing their sentences. Teacher can go around to help students.  \*\*\*\* Teacher confirms the answers and gives feedback. | **Task 3: Use your own ideas to complete the sentences.**  1. I don’t really like the film though *my sister likes it*.  2. He felt very well. However, he didn’t go to work.  3. The film was a great success. However, it wasn’t given any prizes.  4. Although it rained all day, my clothes were dry.  5. The music in the film was terrible. However, the visual effect was wonderful. | | |
| **Task 4**  **\* Aims:** To further check students’ understanding of the connectors although/though or however.  \* **Content:** Choose the correct answer A, B or C to complete each sentence.  **\* Products:** Ss choose the correct answer and say aloud in front of the class.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 4**  \* Teacher has students work independently.  \*\* Teacher asks students to do the exercise individually.  \*\*\* Teacher lets students work in pairs and exchange the answers before checking with the whole class (explain each sentence if necessary).  \*\*\*\* Teacher confirms the answers and gives feedback. | **Task 4: Choose the correct answer A, B or C to complete each sentence.**  **\* Answer key**:  1. A  2. C  3. A  4. C  5. A | | |
| **Activity 4: Production (5’)**  **Task 5**  **\* Aims:** To help students practice using the connectors although/though or however  \* **Content**: Game – Chain story  **\* Products:** Ss read aloud their answer and check with the whole class.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 5**  \* Teacher has students work in groups.  \*\* Students write a story beginning with the clause, using the second part of the previous sentence with *although / though* as the first part of the next sentence.  The group with the longest story wins.  \*\*\* Teacher lets students work in groups and cross check their answers before checking with the whole class (explain each sentence if necessary).  \*\*\*\* Teacher confirms the answers and gives feedback. | ***Task 5 : Game – Chain story***  ***Example*:**  *Although it rained yesterday, we went shopping.*  *Although / Though we went shopping, we didn’t buy anything.*  A: Although / Though the sun is shining, the weather isn't very warm.  B: Although / Though the weather isn't very warm, we go camping.  C: Although / Though we go camping, we don’t prepare anything. | | |
| **Activity 5: Consolidation (3’)**  **\* Aim:** To consolidate what students have learnt in the lesson.  \* **Content:** Summarize the content of the lesson.  **\* Products:** Some students raise their hands and say what students 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. | **\* Grammar: *Connectors of contrast*** | | |
| **\* Homework (2’)**  \* **Aim:** To revise the knowledge that students have gained in this lesson and prepare the new 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 4 sentences about yourself, using ***Connectors of contrast***  - Prepare lesson 4- Communication. | | |

**\*- Evaluation:** …………………………………………………………………………………………………………………………………………………………………………………………………………………..