**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/ Though2. However3. although/ though4. However5. 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. A2. C3. A4. C5. 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:** …………………………………………………………………………………………………………………………………………………………………………………………………………………..