



## Lesson Plan For Lesson 13



40 min

**Theme: Technology Today**

**Focus: Questions Using 'Who', 'What', 'Which' and 'When'**

### Lesson Objectives

Students are able to

1. identify various gadgets,
2. complete questions with 'who', 'what', 'which' or 'when'
3. identify the appropriate questions for given answers.

### Resources

*(Preparation to be done before the lesson)*

1. Learning Grammar Workbook 2
2. Some modern gadgets such as a handheld game, a digital clock, a tablet, a smart mobile phone, a camera, and pictures of other items such as a television set and a desktop
3. Strips of paper with statements that are answers to questions
4. A set of coloured pencils

### Introduction / Warm-up Activity (5 min)

1. Show the students the gadgets you have brought to class. Ask general questions about the items using the question words 'who', 'what', 'which' and 'when'.

*Examples:*

- What is this?
  - Which is the smallest item?
  - When should you use this handheld game?
  - Who has a digital clock like this one?
2. Ask more specific questions about each gadget. Discuss about the details or functions of each gadget.

*Example:*

- What is at the front of the camera?
3. Write the questions and answers on the board.

### Lesson (10 min)

#### Questions Using 'Who', 'What', 'Which' and 'When'

1. Explain to the students the purpose of the different question words.

2. Use the questions on the board to illustrate your explanation.
3. You may want to focus on the use of questions that start with 'what' as they can be used to ask a wide variety of questions. You may want to ask questions related to feelings.

**Example:**

- What do you think of this smart mobile phone?
4. Give as many examples as possible and write them on the board.

### **Classroom Activities / Assessment (15 min)**

1. Refer the students to **pages 73 – 74 of Learning Grammar Workbook 2**. Read the examples to them.
2. Complete **Exercise 33 and 34, pages 75 – 76** together with the students.
3. Facilitate the students' learning by walking around to check their answers.
4. You may want to tell your students to refer to the explanations of the different question words on **pages 73 – 74** if they are unsure of the answers for their exercises.

### **Additional Activities / Closure (10 min)**

1. Divide the students into pairs. Give each pair a strip of paper with an answer. Have them come up with a question for the answer.
2. Invite each pair to the front of the class. One student asks the question and the other answers the question. The rest of the students are to decide if they are correct.
3. Reinforce the lesson by reviewing what each question word is used to ask.

### **Optional Activities**

1. Ask the students to complete **Exercise 35, pages 77 – 78** as homework.
2. They should either write their homework details in their student handbooks or fold the pages of their workbooks.
3. You may want your students to draw a comic strip about a customer who wants to buy a gadget speaking to a sales assistant. They can exchange their stories with their friends. Remind them to use questions that begin with the question words taught in the lesson.