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# **UNIT 7**: ****TELEVISION****

## Lesson 1: GETTING STARTED

## What’s on today?

**I. Objectives:**

By the end of this Unit, students can use some vocabularies and structures to talk about some *famous children’s programs.***II. Language Focus:** *1. Vocabulary:* the items related to television.  
 *2. Structures:* The present simple tense.

**III. Teaching ads:** Course book, CD player, picture.

**IV. Procedures:**

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| ***Teacher’s Activities*** | ***Ss’ Activities*** | ***Content*** |
| - Ask Ss to look at the picture and answer some questions about the picture | - Whole class | **\* *Warm-up*:**  -Who are they? What are they doing? Can you guess what they are talking about? ( Introduce) Are they talking about their *famous TV programmes*? |
| - Write the title on the board and explain the meaning of “what’s on” and ask Ss to guess what the picture might show or what the conversation might be about.  - Ask Ss to share any recent experiences of their watching TV  - More explains new words and structures in listen and read.  -Play the recording. Ss listen and read. | - Listen  - Listen and repeat | **\* *Presentation*:**  **🕮 Vocabulary**  \*To be on (TV)  \* program Laughing out loud/ cartoon  \*clip  \* channel  \* awful  \* intelligent  \*cool  \*stupid  \* TV schedule  Structures  \* conjunctions: ***and, but***  Eg: Tom is stupid, but funny |
| Activity 3 : 1a  Ss work independently. Allow them to share answers before discussing as a class. Write the correct answers on the board  -Confirm the correct answers.  Activity 4 :1b  -Let Ss to find the adjectives from the conversation describing each character  - Get feedback  Activity 5 : 1c  - T supplements the list of adjectives  -Ask Ss if they know a program they have watched and comment on it by using an adjective by making yes no questions  (cartoon, movie, game show *who is millionaire,* discovery)  Activity 6  -Let Ss listen and repeat these new words in the box. Teacher explains new words  - Ask SS to work in group of four, look at the pictures and match it with the correct words.  - Get feedback. Then ask them to write the correct words under the pictures  Activity 7  -Ask Ss to read the sentences carefully. They can ask teacher which words they don’t know.  - Ask them to do this exercise individually. They try to find the suitable words to complete the sentences  -Ss share their answers with a partner before giving T the answers.  -Confirm the correct answers. | - Pair-work  - Individual work  - Pair-work  - Listen and repeat.  - Individual work. | **\* *Practice*:**  **1a** Answer the questions  1- Laughing out loud - 2- VTV3  3-No, they aren’t  4- Because he is awful.  5- Tom is stupid, but funny  **1b**  **Mr Bean:** funny ,awful  **Tom**  : stupid, funny  **Jerry** : intelligent  **1c:Make Yes No questions with these adjectives**  - Is News program popular?  - Yes, it is  - Is News program funny?  - No, it isn’t  2**-Write the words under the pictures**  1- National television  2- News program  3- Local television  4- comedy  5- game show  6- animal program  3- **Find the suitable words to complete the sentences**  1- national  2- comedy  3- channels  4- competition  5- Cartoons  6- educational |
| Activity 8  -Ask Ss to work in group of four. They will discuss which two things they like and which two things they don’t like about television.  - Get feedback and correct. | - Group-work | **\* *Production*:**  5- Discuss and make a list   |  |  | | --- | --- | | likes | Dislikes | | \*Many interesting programmes  \* Educational  \* Entertaining | Bad for eyes  Less active/ passive | |

**3. Homework (2 minutes)**

- Learn vocabulary by heart.

- Prepare the next lesson. A closer look 1

**V. Feedback**

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## Lesson 2: A Closer Look 1

**I. Objectives:**

By the end of this lesson, students can pronounce correctly the sounds /θ/ and /ð/ in isolation and in context.

**II. Language Focus:**

*1. Vocabulary:* the lexical items related to the topic “Television”.

*2. Structures:* The present simple tense

**III. Teaching ads:** Course book, CD player, picture.

**IV. Procedures:**

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| ***Teacher’s Activities*** | ***Ss’ Activities*** | ***Content*** |
| **-** Listen and repeat these new words in the box. Remind them these words in G S deals with the names of the channels or programs….. while the latter deals with the jobs of the people working on television  - Ask SS to work in pairs and match the words with the right pictures. | - Individual work | **\* *Presentation*:**  **🕮 Vocabulary**  *1. Name the rooms of the house.*  *newsreader*  TV schedule MC  TV viewer remote control  weatherman |
| - Let Ss work in pairs to do this activity. They will review the words they have learned as well as they can learn how to identify a word from its description  - Get feedback and ask other Ss to comment.  **-**Ask Ss to listen to the words very carefully. Let them focus on the /θ/ and /ð/ sounds and distinguish between them  -Then play the recording for them to listen and repeat the words.  - Play the recording every words many times for ss to recognize it  **-**Ask Ss to put the words in the correct column while they listen  -Ss compare their answers in pairs before T checks their answers with the whole class.  -Have Ss comment on the way to pronounce  - Ask Ss to give more examples  -Play the recording for Ss to repeat the tongue twister.  - Then ask them to practice reading it quickly and correctly | - Pair-work  - Listen and repeat.  - Pair-work  - T-Whole class | **\* *Practice*:**  *2.Choose the right words*  1 - weatherman  2- newsreader  3 - Remote control  4 - MC  5 - Volume button  6 - TV viewer  **🕮 Pronunciation**  /θ/ and /ð/   |  |  | | --- | --- | | /θ/ | /ð/ | | Theater, earth, Thanksgiving, both, through | There, them. Neither, weatherman, than, feather | |
| - Have Ss play a game what is it. T prepare some flashcards. Then divide class into 6 groups.  - Every group try to define the words in their flashcards for the ss in other groups to guess and write on their sub board  - The group has more right words will win | - Group-work | **\* *Production*:**  *3. Game*  What is it? |

**3. Homework**

- Learn vocabulary by heart.

- Prepare the next lesson. A closer look 2

**V. Feedback**

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## Lesson 3: A Closer Look 2

**I. Objectives:**

By the end of this lesson, students can use Wh-questions correctly and appropriately.

**II. Language Focus:**

*1. Vocabulary:* the lexical items related to the topic “Television”.

*2. Structures:* Wh-questions: When, what, where, who, how often.

**III. Teaching ads:** Course book, CD player, pictures.

**IV. Procedures:**

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| ***Teacher’s Activities*** | ***Ss’ Activities*** | ***Content*** |
| - Have Ss to play a game. | - Group work | **\* *Warm-up*:**  *Nought and Crosse:*   |  |  |  | | --- | --- | --- | | *MC* | *weather* | *watch* | | *TV viewer* | *newsreader* | *listen* | | *TV* | *programme* | *what* | |

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| Activity 1  -Ask Ss to read the conversation and underline the question words  - T can refer Ss to the answers in order to see the function of each question word. | - T-Whole class | **\* *Presentation*:**  **🕮 Grammar**  **I- WH - QUESTIONS**  Question words : Who, what, where, when, why, which, how  Exercise 1 : Read the conversation and underline the question words  What- Where - How long |
| Activity 2 :  - Let Ss look at the answer in order to choose the correct question word.  -Play the recording. Let Ss look at the conversations as they listen and check their answers.  Activity 3 :  -Let Ss to to practise the question words in a longer and more complete conversation.  - T should ask Ss to refer to the answers in order to find the question word.  *Note: Ss might find it difficult to complete the question:\_\_\_\_\_\_of them are there?*  *Suggest they look at the word ‘series’, which means ‘many’ and the answers ‘there are ten of them already’.*  .  Activity 4 :  - T explains the meaning and how to use the how to use the conjunctions correctly  -Guide Ss, telling them that if they want to find the correct conjunctions for each statement, they have to read the statements carefully and decide what the relationship between the two ideas is. Also discuss punctuation. Explain to Ss that there is always comma with *so* and *although.*  Activity 5 :  -Ask Ss to work in pairs to complete the activity  - get feedback- ask ss to read the completed sentences in front of the class | - Individual work  -Pair-work  -T-whole class.  - Individual work  - Pair - work | **\* *Practice*:**  **Exercise 2** : Complete the conversations - Then listen and check  **How often, What**  **Who**  **When, Where**  **Exercise 3** : Complete the conversations - Then listen and check  **What**  **What**  **How many**  **Why?**  **What time/ when**  **II- CONJUNCTIONS : are used to connect words and ideas** :BUT,  AND, OR, BECAUSE, ALTHOUGH  Eg1 : She is tallandcute.  Adj + Conj + Adj  Shestayed at home becauseshewas ill  S + V + conj + S + V  Main clause subordinated clause  \*Because she was ill **,**she stayed at home  Subordinated clause , Main clause  🡪She was ill , so she stayed at home  Main clause Subordinated clause  **Exercise 4** : Use the conjunctions to complete the sentences  1- and 2- but 3- Although  4- because 5- so  **Exercise 5** : Match  **1- c 2- a 3- e**  **4- b 5- d** |
| -This task is more demanding as Ss have to decide what question word is to be used and how to form the question. Ask Ss to underline the key information the question is asking for, e.g.: the name, the programme ---> the question word is ‘What’. Ss can then make the questions. | - Group - work | **\* *Production*:**  *6. How much do you know about TV in Vietnam?*  What is the name of the national TV channel?  How many hours does it broadcast?  *…* |

**3. Homework**

- Learn vocabulary by heart.

- Prepare the next lesson. Communication

**V. Feedback**

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## Lesson 4: Communication

**I. Objectives:**

* By the end of this lesson, students can Ask and talk about a favorite TV programmes.

**II. Language Focus:**

*1. Vocabulary:* the lexical items related to the topic “Television”.

*2. Structures:* The present simple tense.

**III. Teaching ads:** Course book, CD player.

**IV. Procedures:**

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| ***Teacher’s Activities*** | ***Ss’ Activities*** | ***Content*** |
| - Have Ss look at extra vocabulary.  -Ask Ss to repeat the name of some countries.  - Then ask them to look at the Facts and complete the sentences in pairs | - Whole class  - Pair-work | **\* *Presentation*:**  Extra vocabulary:   * Clumsy * Cute * Mini-series * Entertain   *Complete the Facts*  1. Japan 2. Viet Nam 3. Iceland 4. The USA  5. Finland 6. Britain |
| Discussion  -Ask Ss to work in group of four to discuss in order to find how they fell and what they think about television.  - Get feedback – Let them talk freely  -Ask SS to read the reading carefully  - Let them to use it as a model for their talk about their favorite programme later.  - ask them if they want to change any of their previous answers in  - Asks SS to reads the again then tick the correct programme  - explains the relationship between *education and educational; small children and Kids* | - Group-work  - Individual work | **\* *Practice*:**  *2- Do you agree with following statements*  **Yes, I do/ No, I don’t**  *3. How much do you know?*  *a. Read about two famous TV programmes for children.*  *b, Tick the correct programme*  both programmes  2- programme Let’s learn  3- programme Hello Fatty  4- programme Let’s learn  5- programme Hello Fatty  6- programme Let’s learn |
| -Ask SS to work in group of four. They read the two programmes again then tell which one they prefer and why .  - then ask SS to speak in front of the class | - Group-work | **\* *Production*:**  *4. Work in groups*  Read about the two programmes again. Tell your group which one you prefer and why? |

**3. Homework**

- Learn vocabulary by heart.

- Prepare the next lesson. Skills 1

**V. Feedback**

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## Lesson 5: Skills 1

**I. Objectives:**

By the end of this lesson, students can read a TV schedule and descriptions of famous children’s programmes for specific information and talk about a favorite TV programme.

**II. Language Focus:**

*1. Vocabulary:* the lexical items related to the topic “Television”.

*2. Structures:* The present simple tense.

**III. Teaching ads:** Course book, CD player.

**IV. Procedures:**

|  |  |  |
| --- | --- | --- |
| ***Teacher’s Activities*** | ***Ss’ Activities*** | ***Content*** |
| Activity 1:  -Tell Ss to read the schedule for *Around the World*. Explain any words that Ss do not know.  - Ask Ss some simple questions to explore content of the schedule.  - Give the meaning of the words, explanations and examples (Vietnamese equivalent) | - Whole class | **\* *Presentation*:**  **Vocabulary**   * the Pacific * Jupiter * Wheelbarrow * Parrot * instructor * Skating rink * Wicked * race * documentary * to discover * system * the Planet * universe * content |
| Activity 2:  - Have Ss read the text quickly again . Then ask them to work in pair to ask and answer the questions.  - Give the meaning of the words, explanations and examples (Vietnamese equivalent)  - Ask ss to play the game LUCKY NUMBER to check their understanding.  Activity 3: SS work individually  -Ask Ss to reread the text as well as the information about the people below so as to choose the best programme for each  -Ss can compare answers before discussing them as a class. T also asks Ss to give evidence. | - Individual work  - Individual work | **\* *Practice*:**  **🕮 Reading**  *2 -Answer the questions*  1- Wheelbarrow Races  2- The Parrot instructor  3- Yes, we can.  4- A documentary about the colourful living world in the Pacific.  5- No, it isn’t.  *3- Choose the best programme for each person.*  1- Phong : Science  2- Bob : Comedy  3- Nga: Game Show  4- Minh: Sports  5- Linh : Animals |
| Activity 4:  -T explains the task. And divide ss into groups of six  -Then allows SS 3 minutes to choose the programme they prefer and prepare for their speaking (they should explain why they like it.)  - Get feedback and the group leaders can tell about their most favorite TV programmes – T write the name of the programme on the board as well as the number of SS who like them | - Group -work | **\* *Production*:**  **🕮 Speaking**  *4. Tell your group about your favourite TV programme. Your talk should include the following information.* |

**3. Homework**

- Learn vocabulary by heart.

- Prepare the next lesson. Skills 2.

**V. Feedback**

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## Lesson 6: Skill 2

**I. Objectives:**

By the end of this lesson, students can listen for specific information from a recommended TV schedule.

**II. Language Focus:**

*1. Vocabulary:* the lexical items related to the topic “Television”.

*2. Structures:* The present simple tense.

**III. Method:** Communicative approach

**IV. Teaching ads:** Course book, CD player, a large-sized piece of paper.

**V. Procedures:**

|  |  |  |
| --- | --- | --- |
| ***Teacher’s Activities*** | ***Ss’ Activities*** | ***Content*** |
| Activity 1:  Before starting this lesson, ask Ss to read the schedule in 2 minutes. Explain any words that Ss do not know. Then ask some SS to read aloud  - Have Ss repeat new words and give their meanings  - Ask Ss to focus on the information they need  -Ss Listen and tick then share their answers before T plays the recording a final time to allow pairs to check their answers. | - T-Whole class | **\* *Presentation*:**  **Vocabulary:**  \* spotted squirrel  \* giraffe  \* habit |
| Activity 2:  - Ask SS to read the sentences – try to answer by remembering what they have heard before.  -Ask Ss to listen again and take notes about the time .Then try to tick True or false statements. | - Individual work  - Pair-work. | **\* *Practice*:**  **🕮 Listening**  *1 Listen and tick*  \*Music – channel 1  \*Cartoon- channel 2  \* Film - channel 3  \* Home and garden - channel 2  \* Our Heritage - channel 3  *2 Listen and tick statements 1-5 with true or false*  1- F  2- T  3- F  4- T  5- F |
| -Ask Ss to read the questionnaire and choose the most appropriate answers for him /her.  - Check and confirm the correct answer .  - T helps Ss organize their ideas for writing.  - Then ask them to look at the suggested structure for the writing.  - Ask them to work in group of four to write a short descriptions of the TV- watching habits | - Individual work | **\* *Production*:**  **🕮 Writing**  *3. What are your TV-watching habits*  *I enjoy watching TV. I often spend four hours a day watching TV. I often watch TV when I have free time for entertaining or sometimes when I am eating .I usually watch cartoons or some game shows. I often turn off the TV when I am not watching it. I think I have good watching habits. I never forget to prepare my lessons or do my homework before watching TV.* |

**3. Homework**

- Learn vocabulary by heart.

- Prepare the next lesson. Looking back

**V. Feedback**

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## Lesson 7: Looking Back

**I. Objectives:**

By the end of this Unit, students can remember and use what they have learnt during the unit to help them to do each exercise so that Ss can use that information to complete the self- assessment box at the end of the unit

**II. Language Focus:**

*1. Vocabulary:* the lexical items related to the topic “Television”.

*2. Structures:* Question words.

Conjunction.

**III. Method:** Communicative approach

**IV. Teaching ads:** Course book, CD player, pictures.

**V. Procedures:**

|  |  |  |
| --- | --- | --- |
| ***Teacher’s Activities*** | ***Ss’ Activities*** | ***Content*** |
| Activity 1:  -Ss do this activity individually. They will revise the taught vocabulary about different jobs in TV , TV programmes and different kinds of film  -Then compare their answers with a partner.  -Ask one St to write his/ her answer on the board.  Activity 2:  -Ask Ss to work in groups to use the words in the box to fill the text below in a contextualized situations  -T checks their answers | - Individual work  - Pair work  - Group-work | **\* *Presentation*:**  **🕮 Vocabulary**  *EX 1- Put the words into the correct columns*   |  |  |  | | --- | --- | --- | | people | programme | Kinds of films | | Newsreader  Weathergirl  Writer  MC | Cartoon  Game show  Animals  Home& garden | Documentary  romance |   *EX 2- Use the words in the box to fill the text below*  1- national 2- viewers  3- & o’clock news 4- Comedies  5- relax 6- game shows  7- educational 8- writers |
| Activity *3*  *-*Ask Ss to Ss work independently. They look at the answers and decide which question word is to be used.  - Ask them to check their answers with a partner before discussing their answers  Activity *4*  -Ask Ss to use the conjunction provided to connect the sentences individually.  Activity *5.*  -Before starting this lesson, ask Ss to read all the sentences. Explain any words that Ss do not know.  -Then ask some SS recognize a logical order of the flow ideas.  - Ask Ss to work in pairs to rearrange the order of the sentences to have s complete conversation about a TV programme. | - Individual work  - Pair-work  - Pair-work | **\* *Practice*:**  **🕮 Grammar**  *EX 3- Use a question word to make a suitable question*  1.How many  2- What 4- Who  3- Why 5- When  *EX 4: Use the conjunction provided to connect the sentences*  1- …… and ……… .  2- ……… because ……… .  3- ……… but ……….  4- Although ……… , ……… .  5- ……… , so ……… .  **🕮 Communication**  EX 5 - *Rearrange the order of the sentences to have s complete conversation about a TV programme*  A- C- B- D- F- H- G- E- I- K |
| -Ask Ss to focus on the information they need to make a conversation based on the sample in 5.  - Ask Ss to recommend an interesting TV programme to their friends  Finished!  Ask Ss to complete the self-assessment. Identify any difficulties and weak areas and provide further practice. | - Pair work | **\* *Production*:**  *6. Make a conversation based on the example in 5.*  Finished! Now you can… |

**3. Homework**

- Learn vocabulary by heart.

- Prepare the next lesson.

**V. Feedback**

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