

**Date of planning:** 10/1/2022

**Date of teaching:** 11/1/2022

**Peroid 55 : UNIT 7 : TELEVISION**  
**Lesson 1: GETTING STARTED**  
**What's on today?**

**THIS UNIT INCLUDES:**

**Vocabulary**

- TV programmes

**Pronunciation:**

Sounds: /θ/ and /ð/

**Grammar**

- *Wh - questions*
- *Con junctions in compound sentences: and, but, so.*

**Skills:**

- Reading a TV guide.
- Talking about a favourite TV programme.
- Listening about different TV programme.
- Writing a paragraph about TV-viewing habits.

**Everyday English**

Asking for and giving information about TV programme.

**I. OBJECTIVES: \* By the end of this unit, students will be able to: (Over all)**

- use the words related to TV programmes and people;
- pronounce the sounds /θ/ and /ð/ correctly;
- use wh-question words to make questions;
- use conjunctions to connect and clauses in compound sentences;
- ask for and give information about TV programmes;
- read for general and specific information about a TV guide;
- talk about a favourite TV programme;
- listen for specific information about different TV programmes;
- write a paragraph about TV-watching habits

**1. Knowledge:**

- To introduce topic of the lesson *Our Tet holiday*. To teach listening and reading.

+ **Vocabulary:** - use the words related to TV programmes and people; **new words** : *music talent; animated films; cartoons; clever; character; channel; educational.*

- To pronounce the sounds / θ / and /ð/ correctly;

+ **Grammar:** - use wh-question words to make questions;

- use conjunctions to connect and clauses in compound sentences;

**2. Competence:** Students will be able to practice listening and reading the conversation between Phong and Hung about TV programmes they like best.

**3. Quality/ behavior :-** the likes and dislikes TV programmes in their free time. Having a serious behavior toward asking and giving informations about TV programmes , game shows and characters.

**II. TEACHING AIDS:**

- Teacher: Text book, laptop, louspeaker, projector...
- Students : Text books, ....
- Work Arrangements: T-Ss , group works; individual .....

**III. PROCEDURE:**

**1. WARM UP & INTRODUCTION (3'-5')**

**Aims:**

- **To create an active atmosphere in the class before the lesson;**

- **To give the teacher and Ss a chance to introduce themselves;**
- **To lead into the new unit.**
- \* **Content:** Review the previous lesson or have some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the new lesson.
- \* **Output:** Having a chance to speak English and focus on the topic of the lesson..
- \* **Organisation :**Teacher's instructions ...

Teacher's & Student's activities	Content
<b>+ Greeting</b> <b>+ Ask Ss some questions about class and do the tasks.</b> - Review the previous unit before Ss open their books. Organise a short If you remember game to revise how other countries celebrate their New Years. For example, T can say throwing water on other people and Ss respond <b>Thailand</b> . Continue with about 4-5 countries Ss have learnt from Unit 6. Create a spider web. - To start the lesson, write the word TELEVISION in the centre of the web and ask Ss to call out words related to the topic. - T may allow them to give Vietnamese words and ask other Ss in the class for the English equivalent. Then write in the corner of the board a list of the words Ss don't know and ask them to keep a record for later reference when the unit finishes. - T can list the words in a corner of the board. - Ask Ss to open their books to page 6 . Draw their attention to the yellow box and introduce what they are going to learn in this unit.	<b>+ Greeting</b>  <b>-T_Ss</b> - Students <b>(Ss)</b> listen and learn how to do it . - Answer the teacher's questions and enquirements.  + Students <b>(Ss)</b> listen and learn how to do the tasks.     - Open their book and write .

## 2. PRESENTATION/ NEW LESSON (12')

### ACTIVITY 1:

**Aim: To set the context for the introductory text;**

- **To introduce the topic of the unit.**

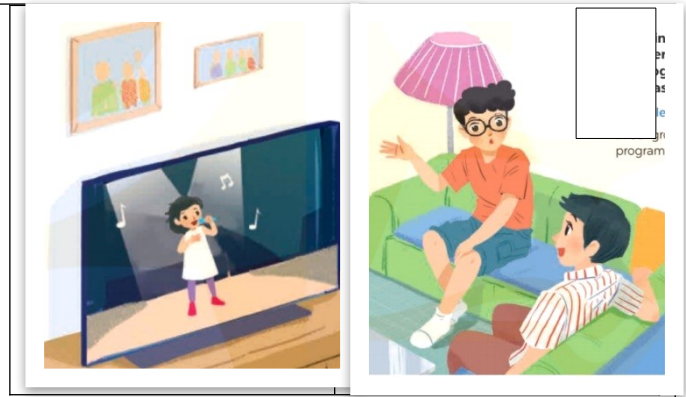
\* **Content:** Listen and read conversation to be used to the vocabulary; new grammar points.

\* **Output:** Reading practice. Finding out new words; Ss become familiar with the new language items.

\* **Organisation :** .....

Teacher's & Student's activities	Content
<b>1. Listen and read.</b> - To introduce the topic of the unit. - Set the context for the introductory text: Ask Ss to look at the title of the conversation and the picture.	<b>1. Listen and read.</b>

- Ask them some questions like:  
*What do you think they are talking about?*  
*Do you like watching TV? Why/ Why not?*  
*How many hours a day do you watch TV?*
  - What channel/programme do you like best?
  - ...
- Encourage Ss to give their answers, but do not confirm whether their answers are right or wrong.
- Play the recording twice for Ss to listen and read along. Have Ss underline the words that are related to the unit's topic while they are listening and reading.
- Invite some pairs of Ss to read the dialogue aloud.
- Ask Ss what exactly Phong and Hung are talking about. Now confirm the correct answer. (They are talking about their favourite TV programmes.)
- Have Ss say the words in the text that they think are related to the topic Television. Quickly write the words on one part of the board.
- **Quickly teach / introduce the new words** if have
- \*) Teach vocabulary:**
  - Teacher uses different techniques to teach vocabulary (situation, realia, translation .....
  - + Teacher may introduce the vocabulary by:
    - providing explanations of the words;
    - showing picture illustrating the word.
  - + Follow the steps to teach vocabulary
  - Repeat in chorus and individually
  - + Check vocabulary
  - + Take note.
  - Call on some pairs of Ss to read the conversation aloud.
  - Comment on Ss'answers.



### -T\_Ss

- Listen carefully to the context .
- Answer the teacher's questions.
- Listen carefully and read aloud.

### \* Vocabulary

- cartoon (n) phim hoạt hình
- show (n) cuộc thi, buổi biểu diễn
- animated (adj) (– film) phim hoạt hình
- character (n) nhân vật
- channel (n) Kênh (truyền hình)
- educational (adj) mang tính giáo dục...

### - Take note.

- Copy

## 3. PRACTICE (18')

### ACTIVITY 2:

**Aim: To help Ss focus on the topic of the lesson.**

- \* **Content:** Listen and read the conversation again and choose the correct answer.
- \* **Output:** Understanding deeply more the content of the conversation.
- \* **Organisation :** Following clear instructions..

Teacher's & Student's activities	Content
<b>2. Choose the correct answer A,B or C.</b> - Ask Ss to read the questions carefully and choose	<b>2. Choose the correct answer A,B or C.</b> <b>-T_Ss</b>

the correct answers. Encourage them not to look back at the conversation.

- Allow Ss to work in pairs if they would like to.
- Check their answers as a class. Show them where in the conversation to find the answers.
- Explain the meaning of some words if necessary.

Ss practise saying the sentences together.

- T gives the correct answers.
- Confirm the correct answers.

- Listen carefully to the instructions
  - Follow the teacher's instructions
  - Give the answers and check.
- \* Key:**  
1. C    2. A    3. A    4. A

### ACTIVITY 3:

**Aim: To help Ss learn the names of some TV programmes.**

**\* Content:** Read and Match learn the names of TV programmes

**\* Output:** Ss can match correctly and learn some TV programmes.

**\* Organisation :** ...

#### 3. Read the conversation again and match 1-5 with a-e.

- Encourage Ss to do this activity without looking back at the conversation. If they cannot, let them read the conversation again to find the answers.
- Allow Ss to work in pairs if they would like to.
- Check the answers as a class.
- Allow Ss to share answers before discussing as a class. Write the correct answers on the board.
- Allow Ss to share answers before discussing as a class.
- T gives correct answer

#### 3. Read the conversation again and match 1-5 with a-e.

##### -T\_Ss

- Learn how to do it
- Ss to work in pairs
- Compare the answers
- Give the answers.
- Copy them

**\*Key :**

1. c    2. a    3. e    4. b    5. d

### ACTIVITY 4:

**Aim: To help Ss focus on the use of adjectives to describe TV programmes and characters.**

**\* Content:** Listen and read the conversation and write the adjectives which describe the programmes

**\* Output:** Ss can describe the programmes and characters.

**\* Organisation :** ...

#### 4. Find and write the adjectives in the conversation which describe the programmes and characters below.

- Ask Ss to work independently. Guide them to look back at the conversation and find where the names of the programmes / character appear.
  - Allow Ss to share their answers and discuss.
  - Check the answers as a class
- Confirm the correct answers.

#### 4. Find and write the adjectives in the conversation which describe the programmes and characters below.

- Listen carefully and learn how to do.
- **Work independently**
- Ss do themselves. Give the answers

**Key :** 1. interesting    2. wonderful  
3. clever    4. educational

## 4. PRODUCTION/ APPLICATION (8')

### ACTIVITY 5:

**Aim: To help Ss talk about what TV programme(s) they like.**

\* **Content:** Interview their partners about favourite TV programmes and report them.

\* **Output:** Ss can report their favourite TV programmes.

\* **Organisation :**...

Teacher's & Student's activities	Content
<p><b>5. Work in groups. Interview your partners about their favourite TV programmes and report to the class.</b></p> <ul style="list-style-type: none"> <li>- T can demonstrate by talking about his / her favourite programme(s) first. <i>For example: I like films about animals in faraway countries like Kenya or India. They are on the Animal Planet.</i></li> <li>- Then allow Ss some time to discuss in groups before deciding on the programmes they like.</li> <li>- Each group then shares their answers by reading them aloud to the class. The class votes for the group with the most interesting answers.</li> <li>- Go round and help if needed.</li> <li>- Call on some Ss to stand up and read their words.</li> <li>- The class listens and says if it's related to Tet or not.</li> </ul>	<p><b>5. Work in groups. Interview your partners about their favourite TV programmes and report to the class.</b></p> <ul style="list-style-type: none"> <li>- Listen carefully and learn how to do.</li> <li>- <b>Group works</b></li> <li>- Ss play game</li> <li>- Fulfil the tasks.</li> </ul>

### 5. WRAP-UP & HOMEWORK (2')

- Ask one or two Ss to tell the class what they have learnt.
- Ask Ss to say aloud some words they remember from the lesson.
- If there is a visualizer in the classroom, show the dialogue, highlight the key words related to the topic. It would be helpful if T also highlights in the dialogue the wh-question words and conjunctions at the end, and tells Ss that they will learn these language points in the following lessons.

#### \* **HOMEWORK**

- Read again the conversation on page 6.
- Do more exercises in workbook.
- Prepare new lessons.

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