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| **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:**

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| **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:S**tudents will be able to pratice 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:**

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|  **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 leson or have somewarm-up activities to creat a friendly and relaxed atmostphere 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** |
| **+ Greeting** **+ Ask Ss some questions about class and do the tasks.** - 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 ***Thailand***. 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. | **+ Greeting****-T\_Ss**- Students **(Ss)** listen and learn how to do it .- Answer the teacher’s questions and enquirements.+ Students **(Ss)** 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 thenew language items.**\* Organisation :** ..… |
| **Teacher’s & Student’s activities** | **Content** |
| **1. Listen and read.**- 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. - 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. | **1. Listen and read.**

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**-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) cuôc 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** |
| **2. Choose the correct answer A,B or C.**- Ask Ss to read the questions carefully and choose 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. | **2. Choose the correct answer A,B or C.****-T\_Ss**- 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 theprogrammes**\* Output:** Ss can describe the programmes and characters.**\* Organisation :** … |
| **4. Find and write the agjectives 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 classConfirm the correct answers.  | **4. Find and write the agjectives 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** |
| **5. Work in groups. Interview your partners about their favourite TV programmes and report to the class.**- T can demonstrate by talking about his / her favourite programme(s) first. *For example*: *I like films about animals in faraway countries like Kenya or India. They are on the Animal Planet.*- Then allow Ss some time to discuss in groups before deciding on the programmes they like.- Each group then shares their answers by reading them aloud to the class. The class votes for the group with the most interesting answers.- Go round and help if needed.- Call on some Ss to stand up and read their words. - The class listens and says if it's related to Tet or not. | **5. Work in groups. Interview your partners about their favourite TV programmes and report to the class.**- Listen carefully and learn how to do.**- Group works**- Ss play game- Fulfil the tasks. |
| **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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