| **School:**  **Teacher’s name:**  **Class:** |
| --- |

**LESSON PLAN**

*(Based on Official Letter No. 5512/BGDĐT-GDTrH dated December 18, 2020 of the MOET)*

**UNIT 7: TELEVISION**

**Lesson 1: Getting started – What’s on today?**

**I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

- use the words related to TV programmes and people

- ask and answer about where someone’s favourite TV programme

**2. Competences**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

**3. Personal qualities**

- Develop good habits when using television

- Be responsible in using television in learning

- Develop self-study skills

**II. MATERIALS**

- Grade 6 textbook, Unit 7, Getting started

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Language analysis**

| **Form** | **Pronunciation** | **Meaning** | **Vietnamese equivalent** |
| --- | --- | --- | --- |
| 1. talent (n) | /ˈtælənt/ | a natural ability to do something well | tài năng |
| 2. programme (n) | /ˈprəʊɡræm/ | something that people watch on television | chương trình |
| 3. animated (adj) | /ˈænɪmeɪtɪd/ | made to look as if they are moving | hoạt hình, hoạt họa |
| 4. prefer (v) | /prɪˈfɜː(r)/ | to like one thing or person better than another | thích hơn |
| 5. character (n) | /ˈkærəktə(r)/ | ​a person or an animal in a book, play or film | nhân vật |
| 6. educational (adj) | /ˌedʒuˈkeɪʃənl/ | connected with education | thuộc về giáo dục |

**Assumption**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| 1. Students may lack knowledge and experiences about the topic. | Prepare some handouts in which the key language of describing children TV programme is presented. |
| 2. Students may have underdeveloped listening, speaking and co-operating skills. | - Play the recording many times if necessary.  - Encourage students to work in pairs, in groups so that they can help each other.  - Provide feedback and help if necessary. |

**III. PROCEDURES**

**1. WARM-UP** (5 mins)

**a. Objectives:**

- To activate students’ knowledge on the topic of the unit.

- To set the context for the listening and reading part.

**b. Content:**

**-** Spider web completion

**c. Expected outcomes:**

**-** Students can complete the word web related to the topic Television

**d. Organisation:**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Spider web completion**  - Teacher draws a spider web on the board with the word TELEVISION in the middle.  - Teacher asks students to give any words they know relating to the topic.  - Teacher writes down the answers on the board. | - Students listen to the instruction and give their answers. | ***Suggested answer:*** |

**e. Assessment**

**-** T checks ss’ answers and gives feedback.

**2. ACTIVITY 1: PRESENTATION** (5 mins)

**a. Objectives:**

- To provide students with vocabulary.

- To help students be well-prepared for the task.

**b. Content:**

**-** Vocabulary pre-teaching

**c. Expected outcomes:**

**-** Students can identify some new words related to the topic television.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Vocabulary pre-teaching**  - Teacher introduces the vocabulary by:  + providing the pronunciation of the words.  + providing the definition of the words. | - Students guess the meaning of words. | **New words:**  1. talent (for) (n)  2. programme (n)  3. animated (adj)  4. prefer (v)  5. character (n)  6. educational (adj) |

**e. Assessment**

- Teacher checks students’ pronunciation and gives feedback.

**3. ACTIVITY 2: PRACTICE** (20 mins)

**a. Objectives:**

- To help Ss read for specific information about the text.

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

**b. Content:**

-Task 1: Listen and read.

- Task 2: Choose the correct answer A, B, or C.

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

- Task 4: Find and write the adjectives in the conversation which describe the programmes and character below.

**c. Expected outcomes:**

**-** Students understand the conversation and topic of the lesson and can complete the tasks successfully.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 1: Listen and read.** (6 mins) | | |
| - Teacher ask students some questions before listening.  - Teacher plays the recording, and asks students to underline the words they have learned in the vocabulary part.  - Teacher can play the recording more than once.  - Teacher invites some pairs of students to read the dialogue aloud. | - Students answer the questions.  - Students underline the words related to the topic.  - Students listen and read.  - Some pairs read aloud the dialogue. | ***Questions:***  1. What do you think they are talking about?  2. Do you like watching TV? Why/ Why not?  3. How many hours a day do you watch TV?  4. What channel do you like best? |
| **Task 2: Choose the correct answer A, B, or C.** (4 mins) | | |
| - Teacher asks students to read the questions carefully and choose the correct answers. Encourage them not to look back at the conversation first.  - Teacher allows students to share their answers before discussing as a class.  - Teacher checks their answers as a class and shows students where to find the answer in the conversation. | - Students to the task without reading the conversation again.  - Students share and discuss the answers before discussing as a class.  - Students correct the answers. | ***Answer key:***  1. C  2. A  3. A  4. A |
| **Task 3: Read the conversation again and match 1-5 with a-e.** (5 mins) | | |
| - Teacher encourages students to do the task without looking back at the conversation. If they cannot, let them read the conversation again to find the answers.  - Teacher allows students to share their answers before discussing as a class.  - Teacher checks the answers as a class and asks if any students have watched these programmes. | - Students do the task individually without looking back at the conversation.  - Share answers before discussing as a class.  - Students correct the answers. | ***Answer key:***  1. c  2. a  3. e  4. b  5. d |
| **Task 4: Find and write the adjectives in the conversation which describe the programmes and character below.** (5 mins) | | |
| - Teacher guides students to look back at the conversation and find where the names of the programmes/ characters appear. The answers they need are around.  - Teacher asks students to work in pairs to do the task.  - Teacher calls a student to write the answers on the board.  - Teacher asks if other students have other answers and checks as a class. | - Students work in pairs to complete this task.  - One student comes to the board to write the answer.  - Check as a class and correct the answers. | ***Answer key:***  1. interesting  2. wonderful  3. clever  4. educational |

**e. Assessment**

- Teacher checks students’ exercises individually and gives feedback.

**4. ACTIVITY 3: PRODUCTION** (10 mins)

**a. Objectives:**

- To help Ss talk about what TV programme(s) they like.

- To check students’ vocabulary and improve group work skills.

**b. Content:**

- Task 5: Work in groups. Interview your partners about their favourite TV programmes and report to the class.

**c. Expected outcomes:**

- Ss can talk about what TV programme(s) they like.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 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.*  - Teacher asks students to work in groups of four then allow them some time to discuss in groups before they decide 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. | - Students work in groups of 4 to do the task.  - One student from each group reports the answer to the class. | ***Suggested answers:***  In my group, Mai likes sports  programmes on TV. Binh likes music talent shows. An likes cartoons and animated films. |

**e. Assessment**

- T and other Ss listen to the answers and comment.

**5. CONSOLIDATION** (5 mins)

**a. Wrap-up**

- Teacher asks students to talk about what they have learnt in the lesson.

**b. Homework**

- Do exercises in the workbook.

- Write about 5 sentences to describe a TV programme you like (name, type, channel, character(s) and characteristics…)

- Start preparing for the Project of the unit:

Teacher randomly puts Ss in groups of 4 or 5 and asks them to look through the questions on page 15. Students can add more questions related to the topic if they want to. Students will interview their friends and report the results to the class in Lesson 7 – Looking back and Project. (Teacher should check the progress of students’ preparation after each lesson.)

**Board plan**

| *Date of teaching*  **Unit 7: Television**  **Lesson 1: Getting started**  **\* Warm-up**  **\* Vocabulary**  1. talent (n)  2. programme (n)  3. animated (adj)  4. prefer (v)  5. character (n)  6. educational (adj)  Task 1: Listen and read.  Task 2: Choose A, B, or C.  Task 3: Read and match.  Task 4: Find and write the adjectives.  Task 5: Interview and report.  **\*Homework** |
| --- |

**UNIT 7: TELEVISION**

**Lesson 2: A closer look 1**

**I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

- Use the lexical items related to the topic Television;

- Use the vocabulary and structures to talk about TV programmes;

- Pronounce correctly and recognise the sounds /θ/ and /ð/.

**2. Competences**

- Be collaborative and supportive in pair work and teamwork

- Access and consolidate information from a variety of sources

- Actively join in class activities

**3. Personal qualities**

- Develop good habits when using television

- Be responsible in using television in learning

- Develop self-study skills

**II. MATERIALS**

- Grade 6 textbook, Unit 7, A closer look 1

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Language analysis**

| **Form** | **Pronunciation** | **Meaning** | **Vietnamese equivalent** |
| --- | --- | --- | --- |
| 1. comedy (n) | /ˈkɒmədi/ | a play, film or TV show that is intended to be funny, usually with a happy ending | hài kịch, phim hài |
| 2. viewer (n) | /ˈvjuːə(r)/ | a person watching television or a video on the Internet | người xem |
| 3. performer (n) | /pəˈfɔːmə(r)/ | a person who performs for an audience in a show, concert, etc | người biểu diễn |
| 4. popular (adj) | /ˈpɒpjələ(r)/ | liked or enjoyed by a large number of people | phổ biến, được yêu thích |
| 5. live (adj) | /laɪv/ | ​given or made when people are watching, not recorded | trực tiếp |
| 6. boring (adj) | /ˈbɔːrɪŋ/ | not interesting | chán, không hấp dẫn |

**Assumption**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| Students may have difficulties in distinguishing two sounds /θ/ and /ð/. | Provide students some tips by identifying the letters that may include each sound. |
| Students may lack knowledge about some lexical items. | Provide students with the meaning and pronunciation of some lexical items. |

**III. PROCEDURES**

**1. WARM-UP** (5 mins)

**a. Objectives:**

- To activate students’ prior knowledge and vocabulary related to the topic.

**b. Content:**

**-** Matching

**c. Expected outcomes:**

**-** Students can recognise some kind of TV shows.

**d. Organisation:**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Matching** | | |
| - Teacher divides the class into 4 groups and delivers a set of 6 pictures about famous TV programmes for children.  - Teacher asks students to work in groups and match the names of TV  programmes with suitable pictures.  - The fastest group will say “Bingo” and stick their work on board.  - Teacher checks the answers and gives a small gift to the winning group. | - Students work in 4 groups as divided to play the game.  - Say “Bingo” when you finish the game. | ***Answer key:***   | ***Talent shows*** | | | --- | --- | | The Voice Kids | Little Big Shots | | ***Educational shows*** | | | English in a Minute | Alo English | | ***Animated films*** | | | The Lion King | Moana | |

**e. Assessment**

- Teacher’s feedback.

**2. ACTIVITY 1: VOCABULARY** (20 mins)

**a. Objectives:**

- To teach and give further practice in using some words / phrases related to television.

- To teach Ss more adjectives to describe television programmes and characters.

**b. Content:**

**-** Vocabulary pre-teaching

- Task 1: Write the words / phrases in the box next to the definitions.

- Task 2: Complete the sentences with the words / phrases in the box.

- Task 3: Complete the sentences with the adjectives in the box.

**c. Expected outcomes:**

**-** Students can identify some words about TV programmes and characters.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Vocabulary pre-teaching** (6 mins) | | |
| - Teacher introduces the vocabulary by:  + providing the synonym of the words  + providing the pictures of the words | - Students guess the meaning of the words through pictures, synonyms or antonyms. | ***New words:***  1. comedy (n)  2. viewer (n)  3. performer (n)  4. popular (adj)  5. live (adj)  6. boring (adj) |
| **Task 1: Write the words/ phrases in the box next to the definition.** (4 mins) | | |
| - Teacher asks students to read the words/ phrases in the box first  and see if they can remember some of them from the previous lesson.  - Teacher reminds students of the words/ phrases they do not  remember.  - Teacher calls some students to give their answers.  - Teacher gives feedback and corrections (if necessary). | - Students read the definition and do the task individually.  - Students correct the answer if needed. | ***Answer key:***  1. character  2. educational programme  3. comedy  4. talent show  5. viewer |
| **Task 2: Complete the sentences with the words / phrases in the box.** (5 mins) | | |
| - Teacher asks students to work in pairs and use the words/ phrases in the box to complete the sentences.  - Teacher calls some pairs to share their answers with the whole class.  - Teacher gives feedback and corrections (if necessary). | - Students work in pairs to do the task.  - Some pairs share their answer with th class.  - Student correct the answer if need | ***Answer key:***  1. channel  2. character  3. animated films  4. game show  5. comedies  6. viewers |
| **Task 3: Complete the sentences with the adjectives in the box.** (5 mins) | | |
| - Teacher asks students to use the given adjectives to complete the sentences.  - Teacher allows students to share their answers before discussing as a class.  - Teacher asks some students to share the answers and gives corrections (if necessary). | - Students do the task individually.  - Students share their answer with their partners before discussing as a class. | ***Answer key:***  1. popular  2. boring  3. cute  4. live  5. funny  6. educational |

**e. Assessment**

- Teacher’s observation and feedback

**3. ACTIVITY 2: PRONUNCIATION** (15 mins)

**a. Objectives:**

- To help students identify how to pronounce the sounds /θ/ and /ð/.

- To help students practise pronouncing these sounds correctly in words and in sentences.

**b. Content:**

- Task 4: Listen and repeat the words.

- Task 5: Tongue Twister. Take turns to read the sentences quickly and correctly.

**c. Expected outcomes:**

- Students can pronounce the /θ/ and /ð/ sounds in words in sentences correctly

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 4: Listen and repeat the words.** (8 mins) | | |
| - Teacher introduces 2 sounds /θ/ and /ð/ to students and lets them watch a video about how to pronounce these two sounds.  Video link: <https://www.youtube.com/watch?v=GCzZGeFJTxE&list=PL8_ETpRL2xNbMMSCSok5UNHcQOpjKgvAn&index=7>  - Teacher asks students to read the words first as they are familiar with students.  - Teacher plays the recording and asks students to listen carefully and check if they have pronounced them correctly.  - Teacher calls some students to read the words individually.  - Teacher asks students to give some words they know containing these sounds. | - Students watch a video about how to pronounce the two sounds.  - Students listen to the recording and repeat.  - Students give more words containing the sounds /θ/ and /ð/. | ***Suggested answers:***  /θ/: think, thank, throw, theatre, third.  /ð/: this, that, these, those, there, father. |
| **Task 5: Tongue Twister. Take turns to read the sentences quickly and correctly.** (7 mins) | | |
| - Teacher allows students to work in pairs and practice reading the tongue twister: slowly at first, then faster and faster.  - Teacher asks some students to read the Tongue Twister aloud. | - Students work in pairs to practise reading the sentences.  - Some students read the sentences aloud. | **Tongue Twister challenge:**  1. They are thinking about the weather there.  2. The new theatre opens on Thursday the third. |

**e. Assessment**

- Teacher’s observation and feedback on student’s pronunciation.

**4. CONSOLIDATION** (5 mins)

**a. Wrap-up**

- Teacher asks students to talk about what they have learnt in the lesson.

**b. Homework**

- Do exercises in the workbook.

- Find 5 more words with the sound /θ/ and 5 more words with the sound /ð/. Write them down and practice pronouncing the words.

**Board Plan**

| *Date of teaching …*  **Unit 7: Television**  **Lesson 2: A closer look 1**  **\*Warm-up**  Matching  **\* Vocabulary**  1. comedy (n)  2. viewer (n)  3. performer (n)  4. popular (adj)  5. live (adj)  6. boring (adj)  Task 1: Write the words / phrases.  Task 2: Complete the sentences.  Task 3: Complete the sentences.  **\* Pronunciation**  Task 4: Listen and repeat the words.  Task 5: Tongue Twister.  **\*Homework** |
| --- |

**UNIT 7: TELEVISION**

**Lesson 3: A closer look 2**

**I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

- use the ***Wh-question words*** and ***conjunctions in compound sentences: and, but, so*** correctly

**2. Competences**

- Develop communication skills

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

**3. Personal qualities**

- Develop good habits when using television

- Be responsible in using television in learning

- Develop self-study skills

**II. MATERIALS**

- Grade 6 textbook, Unit 7, A closer look 2

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Language analysis**

| ***Wh-*question words** | | |
| --- | --- | --- |
| **Word** | **Meaning** | **Example** |
| When | A question word used to ask information about time. | **When** does the film start? |
| How many | A question word used to ask information about numbers. | **How many** programmes does this channel have? |
| How often | A question word used to ask information about repetition. | **How often** do you watch movies? |
| What | A question word used to ask information about things. | **What** kind of movies do you prefer? |
| Where | A question word used to ask information about a place. | **Where** do you go to see a movie? |
| Who | A question word used to ask information about people. | **Who** do you often go to see a movie with? |
| Why | A question word used to ask information about reason. | **Why** do you like this film? |
| **Conjunctions in compound sentences** | | |
| but | A conjunction used to combine two contrast clauses into a  compound sentence. | I like the plot of this film **but** I don’t like the actors. |
| so | A conjunction used to show the reason for something. | I am free this weekend **so** I can go to the cinema with you. |
| and | A conjunction used to combine two clauses into a compound sentence. | I like watching films **and** news programmes. |

**Assumption**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| Students may find it confusing when to use the grammar points. | - Give short and clear explanations with legible examples for each case.  - Prepare some hand-outs in which key grammatical points are presented. |

**III. PROCEDURES**

**1. WARM-UP** (5 mins)

**a. Objectives:**

- To activate students’ prior knowledge and vocabulary related to the targeted grammar of possessive case, preposition of place and to increase students' interest.

- To enhance students’ skills of cooperating with team mates.

**b. Content:**

**-** Memory game

**c. Expected outcomes:**

- Students can answer teacher’s question using the structure of first conditional

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Word cloud**  - Teacher creates a request “Name all the question words that you know” on menti.com.  Link: <https://www.mentimeter.com/app/presentation/algue4ideg4fdzvbb8iaeq4n4mem7nc8/nq7tx7e5my9q/edit>  - Teacher allows students to use their mobile devices to answer and  interact with the question online.  - Teacher gives clear instructions for students to fully understand how to answer the question on menti.com.  ⮚ Go to menti.com  ⮚ Enter the CODE  ⮚ Type your answers (provide as many answers as possible)  ⮚ See the word cloud form  - Teacher provides the CODE and allows students’ access to the game.  - Teacher shows the result and add more words if needed. | - Students follow teacher’s instruction and use their mobile phone (in pairs or in groups) to play the game. | ***Suggested answers:*** |

**e. Assessment**

**-** Teacher corrects for students (if needed).

**2. ACTIVITY 1: WH-QUESTION WORDS** (20 mins)

**a. Objectives:**

- To help Ss identify the functions of diﬀerent question words and the meaning and the position of a conjunction.

- To give Ss some practice in using question words and conjunctions.

**b. Content:**

- Task 4: Match the beginnings with the endings.

- Task 5: Use *and, but* or *so* to complete the sentences.

**c. Expected outcomes:**

- Students understand how to use the targeted grammar.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| ***Wh*-question words** (5 mins) | | |
| - Ss can easily recognise these question words as they have been dealing with them in the previous lessons.  - So T can go straight into the teaching of this grammar point.  - Teacher draws students’ attention to the answers in the Warm-up part and ask for the meaning of each word.  - Teacher ask students to read the Remember box carefully. | - Students read the words in the Warm-up part and say the meaning of each word.  - Students read the Remember box carefully. |  |
| **Task 1: Read the conversation and underline the question words.** (3 mins) | | |
| - Teacher has students complete the task individually then check the answers with their partners.  - Teacher checks the answers as a class.  - Demonstrate some more *wh*-questions with other *wh*-words. Ask Ss to answer to make sure that they  know what information the question is requiring. For example: *Who is standing in this class? How many*  *pictures are there on the wall? etc*. | - Students do the task individually and then check the answers with a partner before checking as a class. | ***Answer key:***  What are you doing tomorrow?  Whereis it?  How long is it on? |
| **Task 2: Match each question word with the information it needs.** (5 mins) | | |
| - Teacher allows students to do the matching in pairs.  - Teacher checks their answers as a class.  - Teacher explains if students have any difficulty understanding how to use the question words. | - Students do the task in pairs  - Check the answer as a class. | ***Answer key:***  When – time  How many – number  How often – repetition  What – thing  Where – place  Who – people  Why – reason |
| **Task 3: Use the question words in the box to complete the conversations. Then listen and check your answers.** (7 mins) | | |
| - Teacher has students work on the exercise individually before they compare answers with each other.  - Teacher plays the recording and asks students to listen and check their answers. Also remind students to pay attention to the tune of the *wh*-questions (falling at the end).  - Teacher gives feedback as a class discussion. | - Students do the task individually.  - Students listen to the recording to check their answers. | ***Answer key:***  1. How often - What  2. Who  3. When - Where |

**e. Assessment**

**-** Teacher corrects the students as a whole class.

**3. ACTIVITY 2: CONJUNCTIONS IN COMPOUND SENTENCES** (15 mins)

**a. Objectives:**

- To help Ss identify the meaning and the position of a conjunction.

- To give Ss some practice in using conjunctions.

**b. Content:**

- Task 4: Match the beginnings with the endings.

- Task 5: Use *and, but* or *so* to complete the sentences.

**c. Expected outcomes:**

- Students understand how to use the targeted grammar.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Conjunctions in compound sentences** (5 mins) | | |
| - Teacher writes the examples in the Remember! box on the board and underline the conjunctions in the sentences.  - Circle the clauses before and after the conjunction.  - Draw Ss’ attention that conjunctions are used to connect two clauses into a compound sentence.  (e.g. I enjoy sports, so I spend a lot of time outdoors.)  - Teacher asks students again about the use and meaning of three conjunctions: *but, so, and* | - Students listens to the teacher, read the Remember box! and then answer the questions about conjunctions. |  |
| **Task 4: Match the beginnings with the endings.** (5 mins) | | |
| - Teacher has students work in pairs.  - Teacher asks students to read the clauses in the beginning column  carefully and find clues in the ending column for matching.  - Teacher checks students’ answers as a class.  - Teacher calls some students to read the complete sentences out loud. | - Students listen to the teacher’s instruction and work in pairs to do the task.  - Check the answers as a class.  - Some students read out loud the complete sentences. | ***Answer key:***  1. c  2. a  3. e  4. b  5. d |
| **Task 5: Use *and, but* or *so* to complete the sentences.** (5 mins) | | |
| - This is a more difficult task as Ss have to decide what conjunction to use for each sentence.  - Remind Ss to read each sentence and decide what the relationship of the two clauses is before they  choose the correct answer.  - Teacher asks students to work individually or in pairs and then exchange and check their answers.  - Check their answers as a class. | - Students work individually or in pairs to do the task. They can later exchange and check their answers.  - Students correct their answers if needed. | ***Answer key:***  1. so  2. but  3. so  4. but  5. and |

**e. Assessment**

**-** Teacher corrects the students as a whole class.

**4. CONSOLIDATION** (5 mins)

**a. Wrap-up**

- Summarise the main points of the lesson.

**b. Homework**

- Do exercises in the Workbook.

- Make 7 questions using 7 question words in Exercise 2 and answer the questions.

**Board Plan**

| *Date of teaching*  **Unit 7: Television**  **Lesson 3: A closer look 2**  **\* Warm-up**  Word cloud  **I. Grammar**  *Wh-questions*  Task 1: Underline the question words.  Task 2: Match.  Task 3: Complete the conversations.  *Conjunctions in compound sentences: and, but, so*  Task 4: Match.  Task 5: Complete the sentences.  **\* Homework** |
| --- |

**UNIT 7: TELEVISION**

**Lesson 4: Communication**

**I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

- Know how to Ask for and give information about TV programmes

- Recognise and have knowledge about some famous TV programmes in some countries.

**2. Competences**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

**3. Personal qualities**

- Develop good habits when using television

- Be responsible in using television in learning

- Develop self-study skills.

**II. MATERIALS**

- Grade 6 textbook, Unit 7, Communication

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Assumption**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| 1. Students may lack knowledge about some TV programmes. | Provide students with information about the TV programmes they do not know. |
| 2. Students may have  underdeveloped speaking and  co-operating skills. | - Encourage students to work in pairs, in groups so that they can help each other.  - Provide feedback and help if necessary. |
| 3. Some students will excessively talk in the class. | - Define expectations in explicit detail.  - Have excessively talkative students practise.  - Continue to define expectations in small chunks (before every activity). |

**III. PROCEDURES**

**1. WARM-UP** (5 mins)

**a. Objectives:**

- To activate students’ knowledge of forming questions to ask for information about a TV programme.

**b. Content:**

**-** Question forming

**c. Expected outcomes:**

- Students can make questions to ask about a TV programme.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Question forming**  - Teacher draws a spider web on the board with the word TV PROGRAMME in the middle and question words in branches.  - Teacher asks students to work in groups of 4 to form the questions to ask for information about a TV programme using the given question words.  - Teacher writes down the answers on the board. | - Students work in groups of 4 to give their answers. | ***Suggested answer:***  1. What’s your favourite TV programme?  2. Why do you like it?  3. What time is it on?  4. How often do you watch it? |

**e. Assessment**

**-** Teacher corrects students (if needed).

**2. ACTIVITY 1: EVERYDAY ENGLISH** (15 mins)

**a. Objectives:**

- To introduce a sample conversation about a TV programme;

- To help Ss practise asking for and giving information about TV programmes.

**b. Content:**

**-** Task 1: Listen and read the conversation. Pay attention to the highlighted words.

- Task 2: Work in pairs. Make a similar conversation about your favourite TV programme.

**c. Expected outcomes:**

- Students can use the structures to give suggestions.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 1: Listen and read the conversation. Pay attention to the highlighted words.** (7 mins) | | |
| - Teacher plays the recording and asks students to look at the conversation and read it while listening.  - Teacher asks students to pay attention to the highlighted words.  - Teacher elicits the structures to ask for and give information about TV programmes.  - Teacher has students practise the dialogue in pairs. Call some pairs to practise the dialogue in front of the class. | - Students listen to the recording and pay attention to the highlighted words.  - Students practise the dialogue in pairs. |  |
| **Task 2: Work in pairs. Make a similar conversation about your favourite TV programme.** (8 mins) | | |
| - Teacher asks students to work in pairs and make a similar conversation about their favourite TV programme. Encourage students to add the questions in *Warm-up* in their conversation.  - Teacher calls some pairs to act out their conversations in front of the class.  - Teacher checks and corrects if needed. | - Students do the task in pairs.  - Some pairs act out their conversation in front of the class. | ***Suggested conversation:***  A: What’s your favourite TV programme?  B: The sports programme.  A: Why do you like it?  B: Because I am a big fan of sports.  A: What time is it on?  B: It’s on at 7:30 p.m. on VTV3.  A: How often do you watch it?  B: I watch it every weekend. |

**e. Assessment**

- Teacher checks students’ understanding by asking some checking-questions.

**3. ACTIVITY 2: ﻿TV PROGRAMMES** (25 mins)

**a. Objectives:**

- To allow Ss to explore some interesting facts about TV in other countries.

- To allow Ss an opportunity to practise with the information from the TV programmes

**b. Content:**

- Task 3: Work in groups. Discuss and complete the facts with the countries in the box.

- Task 4: Read about the two TV programmes and tick the correct programme in the table. You may tick both.

- Task 5: Work in groups. Tell your group which programme in 4 you prefer and why.

**c. Expected outcomes:**

- Students know about different types of house.

- Students can ask and answer questions about houses.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 3: Work in groups. Discuss and complete the facts with the countries in the box.** | | |
| - Teacher asks students to work in groups of 4 and help one another find the answers/ make guesses.  - Teacher calls some students for the  answers.  - Teacher reminds students of the correct way to give their answers/ make guesses.  E.g.: *Pokemon cartoons are from Japan.* (They know the answer.)  *We think Pokemon cartoons are from Japan.* (They make a guess.)  - Teacher confirms the answers with the whole class. | - Students work in groups of 4 to do the task.  - Some students stand up to give the answers.  - Students correct their answers if needed. | ***Answer key:***  1. Japan  2. Viet Nam  3. Iceland  4. the USA  \* Note:  ○ Pokemon cartoons: Japanese television animation series, typically aimed at adults as well as children.  ○ Iceland: Before 1981, there was no TV in July; before 1986, there was no TV on Thursday. It comes from the opinion that you could do without TV once a week! Spend it with your family. Spend it outdoors.  ○ Discovery Channel: an American pay television  network. It creates the highest quality content and remains one of the most dynamic media companies in the world. |
| **Task 4: Read about the two TV programmes and tick the correct programme in the table. You may tick both.** | | |
| - Teacher asks students to read the passages and do the task. Remind them that some facts may refer to both programmes.  - Teacher calls some students to give their answers and checks as a class. | - Students do the task individually.  - Some students stand up to give the answers.  - Students correct their answers if needed. | ***Answer key:***  1. Both programmes  2. Let’s Learn  3. Hello Fatty  4. Let’s Learn  5. Hello Fatty |
| **Task 5: Work in groups. Tell your group which programme in 4 you prefer and why.** | | |
| - Teacher asks students to work in groups of four, read the two programmes again, then tell their friends which one they prefer and why.  - Teacher calls some students to speak in front of the class.  - Teacher asks other students to give  comments and gives more feedback if needed. | - Students work in groups of four to do the task.  - Some students stand up to speak in front of the class. Other students give comments. | ***Example:***  I like *Let’s Learn* because it has cute characters and fun song. … |

**e. Assessment**

**-** Teacher corrects students by going around while they’re practising.

- Teacher gives corrections and feedback

**4. CONSOLIDATION** (3 mins)

**a. Wrap-up**

- Have Ss say what they have learnt in the lesson.

**b. Homework**

- Write a paragraph to describe a programme you prefer in your notebook.

- Do exercises in the workbook.

- Prepare for the next lesson: Skills 1

**Board Plan**

| *Date of teaching*  **Unit 7: Television**  **Lesson 4: Communication**  **\*Warm-up**  Question forming  **\* Everyday English**  Asking for and giving information about TV programmes  Task 1: Listen and read.  Task 2: Make a similar conversation.  **\* TV programmes**  Task 3: Discuss and complete.  Task 4: Read and tick.  Task 5: ﻿Talk about a programme in task 4.  **\*Homework** |
| --- |

**UNIT 7: TELEVISION**

**Lesson 5: Skills 1**

**I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

- read for general and specific information about a TV guide

- talk about a favourite TV programme and the reason for that

**2. Competences**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and teamwork

- Develop presentation skill

**3. Personal qualities**

- Develop good habits when using television

- Be responsible in using television in learning

- Develop self-study skills and actively join in class activities

**II. MATERIALS**

- Grade 6 textbook, Unit 7, Skills 1

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Language analysis**

| **Form** | **Pronunciation** | **Meaning** | **Vietnamese equivalent** |
| --- | --- | --- | --- |
| 1. compete (v) | /kəmˈpiːt/ | to take part in a contest or game | thi đấu |
| 2. plant (n) | /plɑːnt/ | a living thing that grows in the earth and usually has a stem, leaves and roots, especially one that is smaller than a tree or bush | cây cảnh |

**Assumption**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| 1. Students may lack knowledge about some lexical items. | Provide students with the meaning and  pronunciation of words. |
| 2. Students may have underdeveloped reading, speaking and co-operating skills. | - Let students read the text again (if needed).  - Create a comfortable and encouraging environment for students to speak.  - Encourage students to work in pairs, in groups so that they can help each other.  - Provide feedback and help if necessary. |
| 3. Some students will excessively talk in the class. | - Define expectation in explicit detail.  - Have excessively talkative students practise.  - Continue to define expectations in small chunks (before every activity). |

**III. PROCEDURES**

**1. WARM-UP** (5 mins)

**a. Objectives:**

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

- To lead into the new lesson.

**b. Content:**

- Guessing game: TV channels

**c. Expected outcomes:**

- Students can guess the TV channels

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Guessing game: TV channels**  - Teacher shows some pictures which illustrate the logos of some famous TV channels. These logos are missing some parts or in the reversed position.  - Teacher gives feedback and confirms the correct answers. | - Students have to guess the name of the TV channels. | ***Answers key:***  1. Discovery Channel  2. Disney Channel  3. Cartoon Network  4. CNN |

**e. Assessment**

**-** Teacher corrects for students (if needed).

**2. ACTIVITY 1: READING** (20 mins)

**a. Objectives:**

- To teach Ss how to read a TV guide.

- To show Ss how to find a suitable TV programme for a person.

**b. Content:**

- Vocabulary pre-teaching

- Task 1: Read the first two columns of the TV guide and answer the questions.

- Task 2: Read the TV guide in Task 1 and write the programmes that these people may choose to watch.

**c. Expected outcomes:**

- Students understand the TV guide and do the tasks successfully.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Vocabulary pre-teaching** | | |
| - Teacher introduces the vocabulary by:  + providing the pictures of the words  + providing the definition of the words | - Students write down the new words. | ***New words:***  1. compete (v)  2. plant (n) |
| **Task 1: Read the first two columns of the TV guide and answer the questions.** | | |
| - Teacher asks students to have a quick look at the TV guide and answer questions like:  *1. What information do you see?* (the time, the name of the programme and its content)  *2. What information comes first? What comes next?*  *3. What do you look at when you are choosing a programme to watch?*  - This task should be done carefully as it helps do Task 2.  - Teacher explains to students so that they can distinguish the name of the programme (e.g. *Sports*) and the name of the specific event / show/ film, etc. on that programme (e.g. *The Pig Race*).  - Teacher allows students some time to read the TV guide and answer the questions.  - Teacher checks their answers as a class. | - Students have a quick look at the TV guide and answer the teacher’s questions.  - Students do the task individually.  - Students correct their answers if needed. | ***Answer key:***  1. (It’s) Cuc Phuong Forest.  2. Yes, it is.  3. It’s on at 10.30.  4. No, we can’t.  5. (It’s about) dolphins. |
| **Task 2: Read the TV guide in Task 1 and write the programmes that these people may choose to watch.** | | |
| - Teacher asks students to read the information about each person carefully, underline the keyword(s) showing what each person likes in order to help them find the answer.  - Teacher allows students some time to do the task individually.  - Teacher asks some students to share their answers before checking as a class. | - Students read the text again carefully and underline the keywords.  - Students do the task individually.  - Compare the answer with a partner before checking as a class. | ***Answer key:***  1. *Children are Always Right*  2. *The Fox Teacher*  3. *Cuc Phuong Forest*  4. *The Pig Race*  5. *The Dolphins* |

**e. Assessment**

- Teacher checks students’ understanding with follow up questions.

**3. ACTIVITY 2: SPEAKING** (15 mins)

**a. Objectives:**

- To teach Ss how to talk about their favourite TV programmes.

**b. Content:**

- Task 3: Work in groups. Share your table in Task 2 with your group and see if they agree with you.

- Task 4: Work in groups. Tell your group about your favourite TV programme.

**c. Expected outcomes:**

**-** Students can talk about their favourite TV programme.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 3: Work in groups. Share your table in Task 2 with your group and see if they agree with you.** | | |
| - Teacher lets students work in groups and share their answers in Task 2 to the groups.  - Teacher encourages other students to say if they agree or disagree with the answers and explain their partners’ choice.  - Teacher calls some students to demonstrate it in front of the class. | - Students work in groups to share their answers in Task 2.  - Some students come to the board to practise. | ***Example:***  A: I think the best programme for Phong is the game show *Children are always right*.  B: I agree. He wants to know more about pets. |
| **Task 4: Work in groups. Tell your group about your favourite TV programme.** | | |
| - Teacher asks students to read the instructions carefully and allow them some time to prepare their answers.  - Teacher tells students the suggested structure can help them arrange their ideas.  - Teacher lets students share their answers in groups before calling some students to present their answers to the class.  - Teacher corrects later if they make any mistakes. | - Students read the instructions and prepare their answers.  - Students share their answers in groups.  - Some students present their answers to the class. | ***Your talk should include:***    ***Suggestions:***  - My favourite programme is...  - It’s on ...  - It’s about ...  - I like it because it ... |

**e. Assessment**

- Teacher gives corrections and feedback.

**4. CONSOLIDATION** (5 mins)

**a. Wrap-up**

- Summarise the main points of the lesson.

**b. Homework**

- Do exercises in the workbook

- Prepare for the next lesson: Skills 2.

**Board Plan**

| *Date of teaching*  **Unit 7: Television**  **Lesson 5: Skills 1**  **\*Warm-up**  Guessing game: TV channels  **\* Reading**  Vocabulary  1. compete (v)  2. plant (n)  Task 1: Read and answer.  Task 2: Read again and answer.  **\* Speaking**  Task 3: Work in groups. Talk about the table in task 2.  Task 4: Talk about your favourite programme.  **\*Homework** |
| --- |

**UNIT 7: TELEVISION**

**Lesson 6: Skills 2**

**I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

- Listen to get specific information about different TV programmes

- Write a paragraph about TA-viewing habits

**2. Competences**

- Develop communication skills and creativity

**3. Personal qualities**

- Develop good habits when using television

- Be responsible in using television in learning

- Develop self-study skills and actively join in class activities

**II. MATERIALS**

- Grade 6 textbook, Unit 7, Skills 2

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Assumption**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| 1. Students may have  underdeveloped listening skills. | - Play the recording many times if necessary.  - Encourage students to work in pairs, in groups so that they can help each other.  - Provide feedback and help if necessary. |
| 2. Students may have underdeveloped listening, writing skills. | - Play the recording many times if any necessary.  - Provide feedback and help if necessary. |
| 2. Some students will excessively talk in the class. | - Define expectation in explicit detail.  - Have excessively talkative students practise.  - Continue to define expectations in small chunks (before every activity). |

**III. PROCEDURES**

**1. WARM-UP** (5 mins)

**a. Objectives:**

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

- To lead in the topic of the listening tasks.

- To set the context for the listening part.

**b. Content:**

- Kim’s game

**c. Expected outcomes:**

- Students can answer the questions related to rooms and houses.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| - Teacher shows some pictures of TV programmes.  - Teacher asks students to look carefully at them for about thirty seconds. Then take the pictures away and ask them to call out what they can remember.  - Teacher asks students some questions to lead in the listening tasks:  *+* What programme did you watch last night?  + What was it about?  + What did you like about it?  + What didn’t you like about it?  + Why did you like/ dislike it? | - Students listen to the teacher’s instruction and play the game.  - Students answer some questions of the teacher. | ***Answers key:***  1. Year-end Meeting  2. News  3. Who is the millionaire?  4. Rap Viet  5. Who is Single? |

**e. Assessment**

**-** Teacher corrects for students (if needed)

**2. ACTIVITY 1: LISTENING** (20 mins)

**a. Objectives:**

- To help Ss develop their skill of listening for specific information about different TV programmes.

**b. Content:**

- Task 1: Listen and tick the correct channel for each programme.

- Task 2: Listen again and tick T (True) or F (False).

**c. Expected outcomes:**

- Students can understand the listening task to check their answers.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 1: Look at the pictures. Name each of them. Guess if they are mentioned in the listening text. Listen and check your guesses.** | | |
| - Teacher allows students some time to read the programmes in the table.  - Teacher asks them to focus only on the information they need: the channel.  - Teacher plays the recording.  - Teacher checks their answers as a class. | - Students read the table and focus on the information they need.  - Students listen to the recording and do the task.  - Students correct their answers if needed. | ***Answer key:***   | **Programme** | **C. 1** | **C. 2** | **C. 3** | | --- | --- | --- | --- | | Green Summer | ✓ |  |  | | My Childhood |  | ✓ |  | | Harry Potter |  |  | ✓ | | English and Fun | ✓ |  |  | |
| **Task 2: Listen again and tick T (True) or F (False).** | | |
| - This activity requires students to listen more carefully for details.  - Teacher allows students some time to read the statements first and see if they can answer any of them based on the previous listening.  - Teacher draws students’ attention to the fact that almost all the questions start with the names of the programmes. They are signals that the answers are coming.  - Teacher plays the recording.  - Teacher checks their answers as a class. If students have difficulty in catching the information, determine their answers, pause the recording after each sentence where the information appears. | - Students read through the statements and listen to the teacher’s strategies  - Students listen to the recording to do the task.  - Students correct their answers if needed. | ***Answer key:***  1. T  2. F  3. T  4. F |

**e. Assessment**

- Teacher checks students’ answers as a whole class.

**3. ACTIVITY 2: WRITING** (18 mins)

**a. Objectives:**

- To help Ss practise writing a paragraph ﻿about TV-viewing habits.

**b. Content:**

- Task 3: ﻿Read the questions and circle the right answers for yourself.

- Task 4: Write a paragraph of about 50 words about your TV-viewing habits. Use your answers in 3.

**c. Expected outcomes:**

**-** Students can use learned vocabulary and grammar to write a paragraph about TV-viewing habits.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 3: ﻿Read the questions and circle the right answers for yourself.** | | |
| - Students have to answer a questionnaire about TV-watching habits.  - Teacher lets students read the questions and tick the most appropriate answers for themselves.  - Teacher asks them to think of a TV programme they like and write the answer to Question 5. | - Students do the questionnaire.  - Students write the name of the programme they like in Question 5. | ***Students’ answers.*** |
| **Task 4: Write a paragraph of about 50 words about your TV-viewing habits. Use your answers in 3.** | | |
| - Teacher lets students work individually.  - Teacher asks them to refer to the questions and their answers in 3 while they are writing. These questions are a very good guide of how to form a sentence and what information they need to complete the sentence.  - Teacher tells students that the information in the questions in Task 3 has been arranged in a logical order and they can organise their writing by referring to their answers one after another.  - Teacher goes round and oﬀer help if needed.  - If time allows, ask some students to share their writing with the class. If not, collect some students’ writings to correct at home. | - Students refer to the questions in Task 3 and write the paragraph individually.  - Students can ask the teacher to help them with vocabulary if needed. | ***Sample answer:***  I like watching TV, about one hour a day. I only watch TV in the evening. During the day, I go to school. On Saturday and Sunday, I watch more. Sometimes I watch TV when I’m eating, but I never watch TV when I’m studying. I watch Science programme the most. It has interesting educational programmes for children. |

**e. Assessment**

- Teacher gives corrections and feedback.

**4. CONSOLIDATION** (2 mins)

**a. Wrap-up**

- Summarise the main points of the lesson.

**b. Homework**

- Rewrite the paragraph in the notebook.

- Do exercises in the workbook.

**Board Plan**

| *Date of teaching*  **Unit 7: Television**  **Lesson 6: Skills 2**  **\*Warm-up**  Kim’s game  **\*Listening**  Task 1: Listen and tick.  Task 2: ﻿Listen and tick T or F.  ﻿**\*Writing**  Task 3: **﻿**Read and answer.  Task 4: Write a paragraph.  **\*Homework** |
| --- |

**UNIT 7: TELEVISION**

**Lesson 7: Looking back and Project**

**I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

- review the vocabulary and grammar of Unit 7

- apply what they have learnt (vocabulary and grammar) into practice through a project.

**2. Competences**

- Develop communication skills and creativity

- Develop presentation skill

- Be collaborative and supportive in pair work and teamwork

**3. Personal qualities**

- Develop good habits when using television

- Be responsible in using television in learning

- Develop self-study skills and actively join in class activities

**II. MATERIALS**

- Grade 6 textbook, Unit 7, Looking back and Project

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Assumption**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| Students may have underdeveloped speaking, writing and co-operating skills when doing the project. | - Encourage students to work in pairs, in groups so that they can help each other.  - Provide feedback and help if necessary. |
| Some students will excessively talk in the class. | - Define expectation in explicit detail.  - Have excessively talkative students practise.  - Continue to define expectations in small chunks (before every activity). |

**III. PROCEDURES**

**1. WARM-UP** (6 mins)

**a. Objectives:**

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

- To help Ss review the vocabulary of Unit 7

**b. Content:**

- Mini-talk

**c. Expected outcomes:**

- Students can use the knowledge they have learnt in this unit to have a talk.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Mini-talk**  - Teacher asks students some questions to lead in the lesson:  *Last lesson, we learnt so many TV programmes, now I would like to ask you a few questions about them.*  *+ What is your favourite TV programme?*  *+ Can you tell me what it is about?*  *+ Could you give me some adjectives to describe it?*  - Teacher recalls some main points of the Unit and leads in the lesson. | - Students answer the teacher’s questions. | ***Students’ answers.*** |

**e. Assessment**

**-** Teacher corrects for students (if needed)

**2. ACTIVITY 1: LOOKING BACK** (16 mins)

**a. Objectives:**

- To help Ss revise the possessive case and prepositions of place.

**b. Content:**

- Task 1: Put the words / phrases in the box in the correct column. Add more words if you can.

- Task 2: Use the words in the box to complete the text.

- Task 3: Complete each question with a suitable question word.

- Task 4: Use the conjunctions provided to connect the sentences.

**c. Expected outcomes:**

- Recall the vocabulary and grammar points that have been learned in the Unit.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 1: Put the words / phrases in the box in the correct column. Add more words if you can.** | | |
| - Teacher asks students to do the task individually.  - Teacher allows students some time to read the list of the words and write them in the correct place in the table.  - Teacher lets students swap their answers for a double check.  - Teacher calls on some students to read aloud their answers before checking them as a class. | - Students do the task individually.  - Exchange the answers with a partner to check.  - Some students read aloud their answers.  - Students correct their answers if needed. | ***Answer key:***   | **Programmes** | **Adjectives** | | --- | --- | | sports  wildlife  *English in a Minute*  animated films | educational  interesting  popular  funny | |
| **Task 2: Use the words in the box to complete the text.** | | |
| - Teacher asks students to do the task individually.  - Teacher lets students swap their answers for a double check.  - Teacher calls on some students to read aloud their answers before checking them as a class. | - Students do the task individually.  - Exchange the answers with a partner to check.  - Some students read aloud their answers.  - Students correct their answers if needed. | ***Answer key:***  1. viewers  2. animal  3. sports  4. funny  5. educational |
| **Task 3: Complete each question with a suitable question word.** | | |
| - Teacher asks students to look at the answers and underline the missing  information from the questions so that they can decide which question words to be used.  - Teacher goes round and oﬀer help if needed.  - Teacher checks their answers as a class. | - Students look through the answers to find the missing information of the questions.  - Students do the task individually.  - Students correct their answers if needed. | ***Answer key:***  1. How many  2. What  3. Why  4. Who  5. How much |
| **Task 4: Use the conjunctions provided to connect the sentences.** | | |
| - Teacher asks students to read the two sentences in each question and use the conjunctions provided to connect them.  - Mind that in most sentences, the conjunctions are used to replace the stop mark and connect the two sentences.  - Teacher checks their answers as a class. | - Students do the task individually.  - Students correct their answers if needed. | ***Answer key:***  1. *Ocean Life* is on at 7.30, and *Laughing out Loud* comes next at 8.00.  2. I like *The Seven Kitties* very much, so I watch it every day.  3. *BBC One* is a British channel, but *VTV1* is a Vietnamese channel.  4. *Along the Coast* is a famous TV series, but I don’t like it.  5. I have a lot of homework tonight, so I can’t watch *Eight Feet Below*. |

**e. Assessment**

**-** Teacher corrects students’ answers as a whole class.

**3. ACTIVITY 3: PROJECT** (17 mins)

**a. Objectives:**

- To help Ss improve their creativity and teamwork

- To improve their speaking and presentation skills

**b. Content:**

**-** Present the questionnaire’s result to the class.

**c. Expected outcomes:**

**-** Students can talk about the information about the topic that they have collected from their friends.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **How important is TV to you?**  - Have students sit in groups as divided in Lesson 1.  - Teachers allow students some time to interview their friends following the questionnaire.  - Ask Ss to share their findings with the class.  - If time allows, T can use the results of the project for the class discussion to see how much TV watching is enough / good / bad and the role of TV for children.  - Give feedback to students’ presentations. | - Students interview their friends and report the results to the class. |  |

**e. Assessment**

- Teacher gives corrections and feedback.

**4. CONSOLIDATION** (4 mins)

**a. Wrap-up**

- Summarise the main points of the lesson.

**b. Homework**

- Prepare for the next lesson.

**Board Plan**

| *Date of teaching*  **Unit 7: Television**  **Lesson 7: Looking back and Project**  **\*Warm-up**  Mini-talk  **\*Looking back**  ﻿﻿Task 1: Put the words in the correct column.  Task 2: Complete the text.  Task 3: Complete each question.  Task 4: Connect the sentences.  **\*Project**  How important is TV to you?  **\* Homework** |
| --- |