

UNIT 7: TELEVISION

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

Lesson aim(s)

By the end of the lesson, students will be able to:

- use the lexical items related to the topic television programmes for children;
- use the vocabulary and structures to talk about famous children’s programmes.

Language analysis

Form	Meaning	Pronunciation
1. talent (n)	a natural ability to do something well	/ˈtælənt/
2. programme (n)	something that people watch on television	/ˈprəʊgræm/
3. animated (adj)	made to look as if they are moving	/ˈænimetɪd/
4. prefer (v)	to like one thing or person better than another	/prɪˈfɜːr/
5. character (n)	a person or an animal in a book, play or film	/ˈkærəktər/
6. educational (adj)	connected with education	/ˌedʒuˈkeɪʃənəl/

Materials (referenced)

- Grade 6 textbook, Unit 7, Getting started
- Pictures
- sachmem.vn

Anticipated difficulties	Solutions
1. Students may lack of 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,	- Play the recording many times if necessary.

speaking and co-operating skills.	<ul style="list-style-type: none"> - Encourage students to work in pairs, in groups so that they can help each other. - Provide feedback and help if necessary.
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Board Plan

<p><i>Date of teaching</i></p> <p>Unit 7: Television</p> <p>Lesson 1: Getting started</p> <p>* Warm-up</p> <p>Spider web completion</p> <p>I. Vocabulary</p> <ol style="list-style-type: none"> 1. talent (n) 2. programme (n) 3. animated (adj) 4. prefer (v) 5. character (n) 6. educational (adj) <p>II. Practice</p> <p>Task 1: Listen and read.</p> <p>Task 2: Choose the correct answer A, B, or C.</p> <p>Task 3: Read the conversation again and match the names with suitable descriptions.</p> <p>Task 4: Find and write the adjectives in the conversation which describe the programmes and characters.</p> <p>III. Production</p> <p>Task 5: Game – Find someone who...</p> <p>* Homework</p>

Stage	Stage aim	Procedure	Interaction	Time
Warm-up	To introduce the topic.	<p>* Spider web completion:</p> <ul style="list-style-type: none"> - Teacher draws a spider web on the board with the word TELEVISION in the middle. - Teacher asks students to 	T-Ss	5 mins

		<p>give any words they know relating to the topic.</p> <ul style="list-style-type: none"> - Students give their answers. - Teacher writes down the answers on the board. <p>Suggested answer:</p> <pre> graph TD TV[TELEVISION] --- channel(channel) TV --- TVshow[TV show] TV --- cartoon(cartoon) TV --- news(news) channel --- dots[...] </pre>		
Lead in	To lead in the topic of the unit.	<ul style="list-style-type: none"> - Teacher draws students' attention to the title of the conversation and the picture in the textbook and asks them questions like: <ol style="list-style-type: none"> 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? <p>Suggested answers:</p> <ol style="list-style-type: none"> 1. They are talking about TV shows. 2. Yes, I do. I love watching TV because it's fun. 3. I spend about thirty minutes/ one hour a day watching TV. 4. I like Cartoon Network/ VTV3/ VTV1. 	T-Ss	2 mins
Presentation	To introduce	VOCABULARY	T-Ss	5

		<ul style="list-style-type: none"> - 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. <p>Answer key:</p> <ol style="list-style-type: none"> 1. C 2. A 3. A 4. A <p>Task 3: Read the conversation again and match the names with suitable descriptions.</p> <ul style="list-style-type: none"> - 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. - Students work independently. - 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. <p>Answer key:</p> <ol style="list-style-type: none"> 1. c 2. a 3. e 4. b 5. d 	<p>Ss-Ss</p> <p>T-Ss</p> <p>T-Ss</p> <p>S</p> <p>Ss-Ss</p> <p>T-Ss</p>	
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		<p>Task 4: Find and write the adjectives in the conversation which describe the programmes and characters.</p> <ul style="list-style-type: none"> - 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. - Students can work in pairs to complete this 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. <p>Answer key:</p> <ol style="list-style-type: none"> 1. interesting 2. wonderful 3. clever 4. educational 	<p>T-Ss</p> <p>Ss-Ss</p> <p>T-S</p> <p>T-Ss</p>	
Production	To give students a charge to apply what they have learnt.	<p>Task 5: Game – Find someone who...</p> <ul style="list-style-type: none"> - Teacher gives each student a copy of the worksheet (Appendix 1). - Teacher goes through how to construct “Do you like...?” questions and short answers “Yes, I do. / No, I don’t.” with the class. 	T-Ss	10 mins

		<p>Example: A: Do you like sports programmes on TV? B: Yes, I do. / No, I don't.</p> <ul style="list-style-type: none"> - Students use the prompts on their worksheet to ask "Do you like ...?" questions to their classmates in 3 minutes. - When a classmate answers "Yes, I do.", the student writes their names in the "Name" column next to the item. - When a student finishes, ask him/her to say "Bingo". Three fastest students will present their findings and get marks for their presentation. <p>Model answer:</p> <table border="0"> <thead> <tr> <th style="text-align: left;">Ask other students</th> <th style="text-align: left;">Name(s)</th> </tr> </thead> <tbody> <tr> <td>1. ... like sports programmes on TV.</td> <td>...Hung...</td> </tr> </tbody> </table> <p><u>Question:</u> Do you like sports programmes on TV?</p> <table border="0"> <tbody> <tr> <td>2. ... like music talent shows.</td> <td>...Lan...</td> </tr> <tr> <td>3. ... like animated films.</td> <td>...Binh...</td> </tr> <tr> <td>4. ... like cartoons.</td> <td>...Khoi...</td> </tr> <tr> <td>5. ... like English</td> <td>...Hoa...</td> </tr> </tbody> </table>	Ask other students	Name(s)	1. ... like sports programmes on TV.	...Hung...	2. ... like music talent shows.	...Lan...	3. ... like animated films.	...Binh...	4. ... like cartoons.	...Khoi...	5. ... like English	...Hoa...	Ss-Ss	
Ask other students	Name(s)															
1. ... like sports programmes on TV.	...Hung...															
2. ... like music talent shows.	...Lan...															
3. ... like animated films.	...Binh...															
4. ... like cartoons.	...Khoi...															
5. ... like English	...Hoa...															

		<p>programmes. Now present your information about five students to the whole class. <i>e.g. Hung likes sports programmes on TV. Lan likes music talent shows. Binh likes animated films and Khoi likes cartoons. Hoa likes English programmes.</i></p>		
Consolidation	To consolidate what students have learnt in the lesson.	Teacher asks students to talk about what they have learnt in the lesson.	T-Ss	2 mins
Homework	To revise what they have learnt in the lesson.	Write about 5 sentences to describe a TV programme you like (name, type, channel, character(s) and characteristics...)	T-Ss	1 min

UNIT 7: TELEVISION

Lesson 2: A closer look 1

Lesson aim(s)

- By the end of the lesson, students will be able to:
- use the lexical items related to the topic *Television*;
 - use the vocabulary and structures to talk about TV programmes;
 - pronounce and recognize the sounds /θ/ and /ð/.

Language analysis

Form	Meaning	Pronunciation
1. comedy (n)	a play, film or TV show that is intended to be funny, usually with a happy ending	/'kɑ:mədi/
2. viewer (n)	a person watching television or a video on the internet	/'vju:ər/
3. performer (n)	a person who performs for an audience in a show, concert, etc	/pər'fɔ:rmər/
4. popular (adj)	liked or enjoyed by a large number of people	/'pɑ:pjələr/
5. live (adj)	given or made when people are watching, not recorded	/laɪv/
6. boring (adj)	not interesting	/'bɔ:riŋ/

Materials (referenced)

- Grade 6 textbook, Unit 7, A closer look 1
- Pictures and a set of words
- sachmem.vn



Anticipated difficulties	Solutions
1. Students may lack knowledge about some lexical items.	Provide students with the meaning and pronunciation of some lexical items.
2. Students may have underdeveloped listening,	- Play the recording many times if necessary.





speaking and co-operating skills.	<ul style="list-style-type: none"> - 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.	<ul style="list-style-type: none"> - Define expectations in explicit detail. Have excessive talking students practise. - Continue to define expectations in small chunks (before every activity).

Board Plan

<p><i>Date of teaching</i></p> <p>Unit 7: Television</p> <p>Lesson 2: A closer look 1</p> <p>* Warm-up</p> <p>Matching</p> <p>I. Vocabulary</p> <ol style="list-style-type: none"> 1. comedy (n) 2. viewer (n) 3. performer (n) 4. popular (adj) 5. live (adj) 6. boring (adj) <p>Task 1: Write the words/phrases in the box next to the definition.</p> <p>Task 2: Complete the sentences with the words/phrases in the box.</p> <p>Task 3: Complete the sentences with the adjectives in the box.</p> <p>II. Pronunciation</p> <p>Task 4: Listen and repeat the words.</p> <p>Task 5: Tongue Twister. Take turns to read the sentences quickly and correctly.</p> <p>III. Production</p> <p>Game: Tongue Twister Race.</p> <p>* Homework</p>

Stage	Stage aim	Procedure	Interaction	Time
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<p>Warm-up</p>	<p>To activate students' prior knowledge and vocabulary related to the topic.</p>	<p>* Matching</p> <ul style="list-style-type: none"> - Teacher divides students 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. <p>* SET OF PICTURES:</p> <p><i>Talent shows</i></p>  <p><i>The Voice Kids</i></p>  <p><i>Little Big Shots</i></p> <p><i>Educational shows</i></p>	<p>T-Ss</p> <p>Ss-Ss</p> <p>T-Ss</p>	<p>5 mins</p>
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		 <p><i>English in a Minute</i></p>  <p><i>Alo English</i></p> <p><i>Animated films</i></p>  <p><i>The Lion King</i></p>  <p><i>Moana</i></p>		
Lead in	To lead in the lesson about vocabulary and pronunciation.	- Teacher leads students into the lesson by telling them that “In today lesson, we are going to learn more words to talk about TV programmes and two sounds /θ/ and /ð/”.	T-Ss	2 mins
Presentation	To teach	VOCABULARY	T-Ss	5

<p>(Vocab-pre-teach)</p>	<p>students some nouns and adjectives to talk about TV programmes.</p>	<p>- Teacher introduces the vocabulary by: + providing the definition of the words; + providing the pictures of the words.</p> <ol style="list-style-type: none"> 1. comedy (n): [picture] 2. viewer (n): [picture] 3. performer (n): [picture] 4. popular (adj) [definition] 5. live (adj) [definition] 6. boring (adj) [antonym] interesting <div data-bbox="565 669 891 935" data-label="Image"> </div> <p style="text-align: center;"><i>comedy</i></p> <div data-bbox="562 971 893 1230" data-label="Image"> </div> <p style="text-align: center;"><i>viewer</i></p> <div data-bbox="560 1266 896 1508" data-label="Image"> </div> <p style="text-align: center;"><i>performer</i></p>		<p>mins</p>
<p>Practice</p>	<p>To teach</p>	<p>Task 1: Write the</p>		<p>15</p>

	<p>students some words/phrases related to television.</p> <p>To give students further practice on how to use some words/phrases in context.</p>	<p>words/phrases in the box next to the definition.</p> <ul style="list-style-type: none"> - 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. - Students read the definition and do the task. - Teacher calls some students to give their answers. - Teacher gives feedback and corrections (if necessary). <p>Answer key:</p> <ol style="list-style-type: none"> 1. character 2. educational programme 3. comedy 4. talent show 5. viewer <p>Task 2: Complete the sentences with the words/phrases in the box.</p> <ul style="list-style-type: none"> - Teacher asks students to work in pairs and use the words/phrases in 	<p>T-Ss</p> <p>S</p> <p>T-Ss</p> <p>T-Ss</p>	<p>mins</p>
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		<ol style="list-style-type: none"> 1. popular 2. boring 3. cute 4. live 5. funny 6. educational 		
<p>Presentation (Pre-teach the sounds /θ/ and /ð/.)</p>	<p>To help students have concept and identify the sound /θ/ and /ð/.</p>	<p>PRONUNCIATION</p> <ul style="list-style-type: none"> - Teacher introduces 2 sounds /θ/ and /ð/ to students and lets them watch a video about how to pronounce these two sounds. - Teacher asks students to give some words they know containing these sounds. <p><i>Suggested answers:</i></p> <ul style="list-style-type: none"> - /θ/: think, thank, throw, theatre, third. - /ð/: this, that, these, those, there, father. 	T- Ss	4 mins
<p>Practice</p>	<p>To help students identify and practise the /θ/ and /ð/ sounds.</p>	<p>Task 4: Listen and repeat the words.</p> <ul style="list-style-type: none"> - 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 plays the recording again. Students listen and 	T-Ss	5 mins

	To help students pronounce the sounds /θ/ and /ð/ correctly in context.	<p>repeat.</p> <ul style="list-style-type: none"> - Teacher calls some students to read the words individually. <p>Task 5: Tongue Twister. Take turns to read the sentences quickly and correctly.</p> <ul style="list-style-type: none"> - 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. 	<p>Pair work</p> <p>T-Ss</p>	
Production	To give students a chance to apply what they have learnt.	<p>Game: Tongue Twister Race.</p> <ul style="list-style-type: none"> - Teacher writes two tongue twisters on the board and first practices the tongue twister with the students. - Teacher lets students practice in pairs, then asks students to line up in two teams. - Teacher lets the first team say the first tongue twister, one student at a time and see how long it takes them to say the tongue twister correctly as a team. After, write the 	<p>T-Ss</p> <p>Pair work</p> <p>Team work</p>	6 mins

		<p>total time taken on the board.</p> <ul style="list-style-type: none"> - Now the second team says the second tongue twister, one student at a time as quickly as they can. - The team who says the tongue twister quicker wins. <p>* Tongue Twister sentences</p> <ol style="list-style-type: none"> 1. The first thing that they think of is this. 2. These things finish sooner than you think. 		
Consolidation	To consolidate what students have learnt in the lesson.	Teacher asks students to talk about what they have learnt in the lesson.	T-Ss	2 mins
Homework	To revise what they have learnt.	Revise the words in Vocabulary and find 5 more words with /θ/ and 5 more words with /ð/.	T-Ss	1 min

UNIT 7: TELEVISION

Lesson 3: A closer look 2

Wh-questions & Conjunctions in compound sentences: and, but, so

Lesson aim(s)

By the end of the lesson, students will be able to know how to use Wh-questions and conjunctions in compound sentences: *and, but, so* correctly.

Language analysis

Form	Meaning
When	A question word used to ask information about time.
How many	A question word used to ask information about numbers.
How often	A question word used to ask information about repetition.
What	A question word used to ask information about things.
Where	A question word used to ask information about a place.
Who	A question word used to ask information about people.
Why	A question word used to ask information about reason.
but	A conjunction used to combine two contrast clauses into a compound sentence.
so	A conjunction used to show the reason for something.
and	A conjunction used to combine two clauses into a compound sentence.

Materials (referenced)


- Grade 6 textbook, Unit 7, A closer look 2
- Pictures, sets of word cards, quizizz questions, menti.com
- sachmem.vn

Anticipated difficulties	Solutions
1. Students may lack knowledge and experiences about the target grammatical points.	Prepare some hand-outs in which key grammatical points are presented.
2. Some students will excessively talk in the class.	<ul style="list-style-type: none"> - Define expectations in explicit detail. Have excessive talking students practise. - Continue to define expectations in small chunks (before every activity).

Board Plan

<p><i>Date of teaching</i></p> <p>Unit 7: Television</p> <p>Lesson 3: A closer look 2</p> <p>* Warm-up Word cloud</p> <p>I. Grammar focus</p> <p>1. Wh-questions Task 1: Read the conversation and underline the question words. Task 2: Match each question word with the information it needs.</p> <p>2. Conjunctions in compound sentences: <i>and, but, so</i></p> <p>II. Practice</p> <p>Task 3: Use the question words in the box to complete the conversations. Then listen and check your answers. Task 4: Match the beginnings with the endings.</p> <p>III. Production</p> <p>Task 5: Quizizz game</p> <p>* Homework</p>

Stage	Stage aim	Procedure	Interaction	Time
Warm-up	To activate	<i>* Word cloud (menti.com)</i>		5

				
Lead in	To introduce targeted grammar of <i>Wh</i> -questions and conjunctions: <i>but, so, and</i> .	<ul style="list-style-type: none"> - Teacher draws students' attention to the question words they are going to learn in the lesson: <i>when, how many, how often, what, where, who</i> and <i>why</i> and informs students of conjunctions: <i>but, so, and</i>. - Teacher leads in the lesson. 	T-Ss	2 mins
Presentation	To remind students of the questions they are familiar with. To help students identify the functions of	<p>1. Wh-questions: Task 1: Read the conversation and underline the question words.</p> <ul style="list-style-type: none"> - Teacher has students complete the task individually. - Teacher checks the answers as a class. <p>Answer key: <u>What</u> are you doing tomorrow? <u>Where</u> is it? <u>How long</u> is it on?</p> <p>Task 2: Match each question word with the information it needs.</p> <ul style="list-style-type: none"> - Teacher allows students to do the matching in 	S T-Ss	15 mins

	<p>different question words.</p> <p>To help students revise the use of possessive pronouns.</p>	<p>pairs.</p> <ul style="list-style-type: none"> - Teacher checks their answers as a class. - Teacher explains if students have any difficulty understanding how to use the question words. <p>Answer key: When – time How many – number How often – repetition What – thing Where – place Who – people Why – reason</p> <p>2. Conjunctions: <i>but, so, and</i></p> <ul style="list-style-type: none"> - Teacher writes the example in the Remember! Box (page 10) on the board and circles the conjunction in the sentence. - Teacher underlines the clauses before and after the conjunction. - Teacher draws students' attention that conjunctions are used to connect two clauses into a compound sentence. <p>Example: <u><i>I enjoy sports, so I spend a lot of time outdoors.</i></u></p> <ul style="list-style-type: none"> - Teacher introduces the focused conjunctions: 	<p>Ss-Ss</p> <p>T-Ss</p> <p>T-Ss</p>	
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		<p><i>but, so, and.</i></p> <ul style="list-style-type: none"> - Teacher asks students to work in groups of 4 and make 3 compound sentences using three target conjunctions. <p><i>Suggested answers:</i></p> <ol style="list-style-type: none"> 1. It is still painful, so I go to see a doctor. 2. She is tall, but her sister is short. 3. I like music, and I like watching TV, too. 	Group work	
Practice	To give students more practice with question words.	<p>Task 3: Use the question words in the box to complete the conversations. Then listen and check your answers.</p> <ul style="list-style-type: none"> - 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 <i>wh</i>-questions (falling at the end). - Teacher gives feedback as a class discussion. <p><i>Answer key:</i></p> <ol style="list-style-type: none"> 1. How often, What 2. Who 3. When, Where 	<p>Ss-Ss</p> <p>T-Ss</p>	10 mins

	To help students identify the meaning and the position of a conjunction.	<p>Task 4: Match the beginnings with the endings.</p> <ul style="list-style-type: none"> - Teacher has students work in pairs. - Teacher asks students to read the clauses in the beginning column carefully and find clues in the endings column for matching - Teacher checks students' answers as a class. - Teacher calls some students to read the complete sentences out loud. <p>Answer key:</p> <ol style="list-style-type: none"> 1. c 2. a 3. e 4. b 5. d 	<p>Pair work</p> <p>T-Ss</p>	
Production	To give students some practice on the use of conjunctions.	<p>Task 5: Quizizz game. Use <i>and</i>, <i>but</i> and <i>so</i> to complete the questions in the game.</p> <ul style="list-style-type: none"> - Teacher uses Exercise 5 (p. 10) to create questions in the Quizizz game. - Teacher allows students to use their mobile devices to answer and interact with the questions online. - Teacher gives clear instructions for students 	T-Ss	10 mins

		<p>to fully understand how to play Quizizz quiz online.</p> <ul style="list-style-type: none"> ➤ Go to joinmyquiz.com. ➤ Enter the game CODE. ➤ Type your name. ➤ Use <i>and</i>, <i>but</i> and <i>so</i> to complete each sentence appearing on the screen. ➤ See who will be the winner. <ul style="list-style-type: none"> - Teacher provides the game CODE and allow students' access to the game. - Students type the word <i>and</i>, <i>but</i> or <i>so</i> to complete each sentence appearing on the screen. - Teacher gives compliments or good marks to the winner of the game. <p>Answer key:</p> <ol style="list-style-type: none"> 1. so 2. but 3. so 4. but 5. and 	S T-Ss	
Consolidation	To consolidate what students have	Teacher asks students to talk about what they have learnt in the lesson.	T - Ss	2 mins

	learnt in the lesson.			
Homework	Reactivate the knowledge that students have gained in the lesson.	Do Exercise 5, write the answers on your notebooks. Make 7 questions using 7 question words in Exercise 2 and answer the questions.	T - Ss	1 min

UNIT 7: TELEVISION

Lesson 4: Communication

Lesson aim(s)

- By the end of the lesson, students will be able to:
- ask for and give information about TV programmes;
 - recognise and have knowledge about some famous TV programmes in some countries.

Language analysis

Materials (referenced)

- Grade 6 textbook, Unit 7, Communication
- Pictures and slides
- sachmem.vn

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.	<ul style="list-style-type: none">- 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.	<ul style="list-style-type: none">- Define expectations in explicit detail. Have excessive talking students practise.- Continue to define expectations in small chunks (before every activity).

Board Plan

Date of teaching

Unit 7: Television

Lesson 4: Communication

*** Warm-up**

Question forming

I. Everyday English

*** *Asking for and giving information about TV programmes***

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 programmes.

II. TV programmes

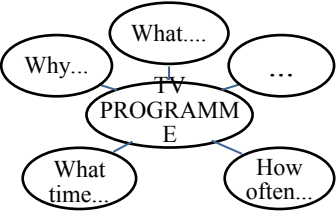
Task 3: Work in groups. Discuss and complete the facts with the countries in the box.

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

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

*** Homework**

Stage	Stage aim	Procedure	Interaction	Time
Warm-up	To activate students' knowledge of forming questions to ask for information about a TV programme.	* <i>Question forming:</i> - 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 form the questions to ask for information about a TV programme using the given question words. - Students give their answers.	T-Ss	5 mins

		<p>- Teacher writes down the answers on the board.</p>  <p>Suggested answer:</p> <ol style="list-style-type: none"> 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? 		
Lead in	To lead in the lesson about communication.	Teacher leads students into the lesson by telling them that they are going to learn how to ask for and give information about TV programmes and some famous programmes in other countries.	T-Ss	2 mins
* EVERYDAY ENGLISH				
Presentation	To introduce a sample conversation about a TV programme.	<p>Task 1: Listen and read the conversation. Pay attention to the highlighted words.</p> <p>Teacher plays the recording and asks students to look at the conversation and read it while listening.</p>	T-Ss	5 mins
Practice	To practice	Task 2: Work in pairs.		10

Practice	<p>To allow students to explore some interesting facts about TV in other countries.</p> <p>To introduce to students some TV programmes for children.</p>	<p>Task 3: Work in groups. Discuss and complete the facts with the countries in the box.</p> <ul style="list-style-type: none"> - Teacher asks students to work in groups 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. <p>Answer key:</p> <ol style="list-style-type: none"> 1. Japan 2. Vietnam 3. Iceland 4. the USA <p>* Note:</p> <ul style="list-style-type: none"> ○ <i>Pokemon cartoons:</i> Japanese television animation series, typically aimed at adults as well as children. 	<p>Group work</p> <p>T- Ss</p>	7 mins
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		<ul style="list-style-type: none"> ○ <i>Iceland</i>: 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. ○ <i>Discovery Channel</i>: an American pay television network. It creates the highest quality content and remains one of the most dynamic media companies in the world. 		
		<p>Task 4: Read about two TV programmes and tick the correct programme in the table.</p> <ul style="list-style-type: none"> - Teacher asks students to read the passages and do the task. Remind them that some facts may refer to both programmes. - Students do the task individually. - Teacher calls some students to give their answers and checks as a class. <p>Answer key:</p> <p>1. Both programmes</p>	<p>T-Ss</p> <p>S</p> <p>T-Ss</p>	<p>5 mins</p>

		<p>2. Let's Learn</p> <p>3. Hello Fatty</p> <p>4. Let's Learn</p> <p>5. Hello Fatty</p>		
Production	To allow students an opportunity to practice with the information from the TV programmes in Task 4.	<p>Task 5: Work in groups. Tell your group which programme in Task 4 you prefer and why.</p> <ul style="list-style-type: none"> - 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. 	<p>Group work</p> <p>T-Ss</p>	8 mins
Consolidation	To consolidate what students have learnt in the lesson.	Teacher asks students to talk about what they have learnt in the lesson.	T-Ss	2 mins
Homework	To revise what they have learnt and prepare for the next lesson Skills 1.	<ul style="list-style-type: none"> - Write a paragraph to describe a programme you prefer in your notebook. - Prepare for the next lesson (Skills 1). 	T-Ss	1 min

UNIT 7: TELEVISION

Lesson 5: Skills 1

Lesson aim(s)

- By the end of the lesson, students will be able to:
- use the lexical items related to the topic *Television*;
 - read for specific information about television;
 - talk about one's favourite TV program, the reasons for that.

Language analysis

Form	Meaning	Pronunciation
1. compete	to take part in a contest or game	/kəm'pi:t/
2. plant	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.	/plɑ:nt/

Materials (referenced)

- Grade 6 textbook, Unit 7, Skills 1
- Pictures, sets of words
- sachmem.vn

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.	<ul style="list-style-type: none">- 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	<ul style="list-style-type: none">- Define expectations in explicit detail.

in the class.	Have excessive talking students practise. - Continue to define expectations in small chunks (before every activity).
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Board Plan

<p><i>Date of teaching</i></p> <p>Unit 7: Television</p> <p>Lesson 5: Skills 1</p>
<p>* Warm-up</p> <p>Guessing game: TV channels</p> <p>I. Reading</p> <p><i>Vocabulary</i></p> <p>1. compete (v)</p> <p>2. plant (n)</p> <p>Task 1: Read the first two columns of the TV guide and answer the questions.</p> <p>Task 2: Read the TV guide in Task 1 and write the programmes that these people may choose to watch.</p> <p>Task 3: Work in groups. Share your table in Task 2 with your group and see if they agree with you.</p> <p>II. Speaking</p> <p>Task 4: Work in groups. Tell your group about your favourite TV programme.</p> <p>* Homework</p>

Stage	Stage aim	Procedure	Interaction	Time
Warm-up	<ul style="list-style-type: none"> - To create a friendly and active atmosphere in the class before the lesson. - To lead in the topic of the reading text. 	<p>* <i>Guessing game: TV channels</i></p> <ul style="list-style-type: none"> - Teacher shows some pictures which illustrate the logos of some famous TV channels. These logos are missing some parts or in the reversed position. - Students have to guess the name of the TV channels. 	T-Ss	5 mins








- Teacher provides feedback and confirms the answers:



Discovery
CHANNEL

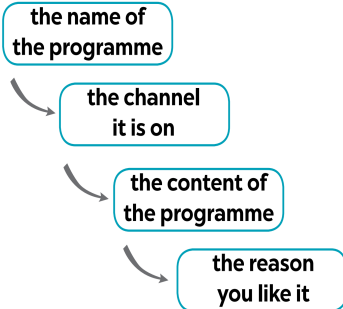
Discovery Channel

		 <p>Disney Channel</p>  <p>CARTOON NETWORK™ Cartoon Network</p>  <p>CNN</p>		
Lead in	To lead in the text about TV guides.	<p>- Teacher asks students questions to lead in the reading text:</p> <p><i>Among these four channels, which one do you like best?</i></p> <p><i>I like Discovery Channel best because I can learn a lot about the world around us. I often read the TV guide everyday to choose the programs or the contents I want to see.</i></p> <p><i>What about you? Do you often read the TV guide before watching TV?</i></p>	T-Ss	2 mins

<p>Pre-Reading (Pre-teach vocabulary)</p>	<p>To provide students with some lexical items before reading the text.</p>	<p>- Teacher introduces the vocabulary by: + providing the pictures of the words; + providing the definition of the words.</p> <ol style="list-style-type: none"> 1. compete (v): [definition] 2. plant (n)[definition] & [picture].  <p><i>comedy</i></p>  <p><i>plant</i></p>	<p>T-Ss</p>	<p>5 mins</p>
<p>While-Reading</p>	<p>To teach students how to read a TV guide.</p>	<p>Task 1: Read the first two columns of the TV guide and answer the questions.</p> <p>- Teacher asks students to have a quick look at the TV guide and answer questions like:</p> <ol style="list-style-type: none"> 1. What information do you see? (the time, the name of the programme and its content) 2. What information comes first? What comes next? 	<p>T-Ss</p>	<p>10 mins</p>

	<p>To show students how to find a suitable TV programme for a person.</p>	<p>3. What do you look at when you are choosing a programme to watch?</p> <ul style="list-style-type: none"> - 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. <p>Answer key:</p> <ol style="list-style-type: none"> 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. <p>Task 2: Read the TV guide in Task 1 and write the programmes that these people may choose to watch.</p> <ul style="list-style-type: none"> - Teacher asks students to read the information about each person carefully, underline the key word(s) showing 	<p>T-Ss</p>	
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		<p>what each person likes in order to help them find the answer.</p> <ul style="list-style-type: none"> - Teacher allows students some time to do the task individually. - Teacher asks some students to share their answers before checking as a class. <p>Answer key:</p> <ol style="list-style-type: none"> 1. Phong: Children are Always Right 2. Bob: The Fox Teacher 3. Nga: Cuc Phuong Forest 4. Minh: The Pig Race 5. Linh: The Dolphins 	<p>S</p> <p>T-Ss</p>	
Pre-Speaking	To allow students to talk about what they have done in Reading Task 2.	<p>Task 3: Work in groups. Share your table in Task 2 with your group and see if they agree with you.</p> <ul style="list-style-type: none"> - 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. <p>Example:</p> <p>A: I think the best programme for Phong is the game show "Children</p>	<p>Group work</p> <p>T-Ss</p>	5 mins

		are always right". B: I agree. He wants to know more about pets.		
While-Speaking	To teach students how to talk about their favourite TV programmes.	<p>Task 4: Work in groups. Tell your group about your favourite TV programme.</p> <ul style="list-style-type: none"> - 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.  <p>Suggestions:</p> <ul style="list-style-type: none"> ○ <i>My favourite programme is...</i> ○ <i>It's on ...</i> ○ <i>It's about ...</i> ○ <i>I like it because it ...</i> <ul style="list-style-type: none"> - 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. 	T-Ss	10 mins
Post-Speaking	To help	- Teacher allows students	Ss-Ss	5

	students improve next time.	to give comments for their friends and vote for the most interesting and informative presentation. - Teacher gives feedback and comments.	T-Ss	mins
Consolidation	To consolidate what students have learnt in the lesson.	Teacher asks students: + what they have learnt in the lesson with the two skills; + what words/phrases/sentences describing television they can remember; + how to talk about a TV programme they like.	T-Ss	2 mins
Homework	To prepare for the next lesson.	Prepare for the next lesson: Skills 2.	T-Ss	1 min

UNIT 7: TELEVISION

Lesson 6: Skills 2

Lesson aim(s)

- By the end of the lesson, students will be able to:
- listen to get specific information from a recommended TV schedule;
 - write a short guided passage about one's watching TV habits.

Materials (referenced)

- Grade 6 textbook, Unit 7, Skills 2
- Pictures, CD
- sachmem.vn

Anticipated difficulties	Solutions
1. Students may have underdeveloped listening, writing and co-operating skills.	<ul style="list-style-type: none">- 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. Some students will excessively talk in the class.	<ul style="list-style-type: none">- Define expectations in explicit detail. Have excessive talking students practise.- Continue to define expectations in small chunks (before every activity).

Board Plan

Date of teaching

Unit 7: Television

Lesson 6: Skills 2

Warm-up

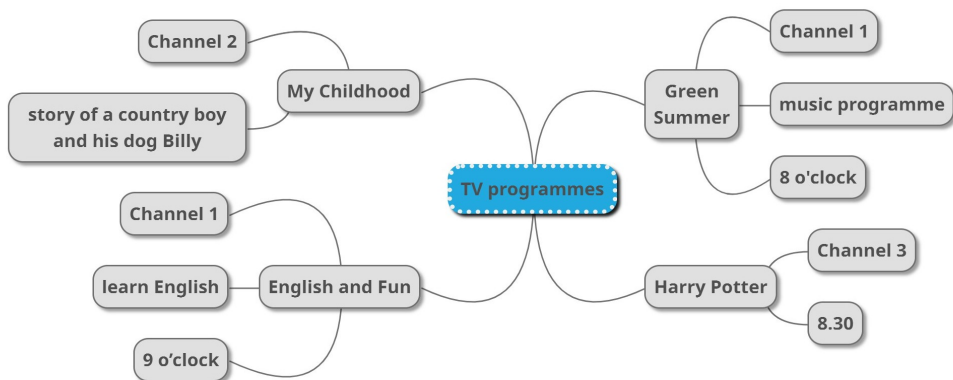
Kim's game

I. Listening

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

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

Summary:



II. Writing

Task 3: Read and answer.

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

Use your answers in Task 3.

* Homework

Stage	Stage aim	Procedure	Interaction	Time
Warm-up	<ul style="list-style-type: none"> - To create a friendly and active atmosphere in the class before the lesson; - To lead in 	<p>* Kim's game</p> <ul style="list-style-type: none"> - Teacher shows some pictures of TV programmes. - Teacher asks students to look carefully at them for about thirty seconds. <p>Then take the pictures</p>	T-Ss	5 mins

the topic of the listening tasks.

away and ask them to call out what they can remember.



Year End Meeting



News



Who is the millionaire?



Rap Viet



Who is Single?

Lead in

To lead in the listening tasks

- Teacher asks students some questions to lead

T-Ss

2 min

	about.	<p>in the listening tasks:</p> <ul style="list-style-type: none"> + 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? 																						
Pre-Listening	To draw students' attention to the keyword of the listening task.	<ul style="list-style-type: none"> - Teacher allows students some time to read the programmes in the table. - Teacher asks them to focus only on the information they need: <i>the channel</i>. <p><i>"We are going to read a schedule of some programmes on TV. First, I would like you to read it, underline the important key words ("the channel"), then listen to tick which channel it belongs to."</i></p> <table border="1" data-bbox="543 1166 896 1488"> <thead> <tr> <th>PROGRAMMES</th> <th>CHANNEL 1</th> <th>CHANNEL 2</th> <th>CHANNEL 3</th> </tr> </thead> <tbody> <tr> <td>Green Summer</td> <td></td> <td></td> <td></td> </tr> <tr> <td>My Childhood</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Harry Potter</td> <td></td> <td></td> <td></td> </tr> <tr> <td>English and Fun</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	PROGRAMMES	CHANNEL 1	CHANNEL 2	CHANNEL 3	Green Summer				My Childhood				Harry Potter				English and Fun				T-Ss Ss	1 min
PROGRAMMES	CHANNEL 1	CHANNEL 2	CHANNEL 3																					
Green Summer																								
My Childhood																								
Harry Potter																								
English and Fun																								
While-Listening	To help students develop their	Task 1: Listen and tick the correct channel for each programme.		10 mins																				

	<p>listening skill for specific information.</p>	<ul style="list-style-type: none"> - Teacher plays the recording. - Students listen and tick. - Teacher checks their answers as a class. <p>Answer key:</p> <table border="1" data-bbox="542 360 895 535"> <thead> <tr> <th>Programme</th> <th>Channel 1</th> <th>Channel 2</th> <th>Channel 3</th> </tr> </thead> <tbody> <tr> <td>Green Summer</td> <td>ايد</td> <td></td> <td></td> </tr> <tr> <td>My Childhood</td> <td></td> <td>ايد</td> <td></td> </tr> <tr> <td>Harry Potter</td> <td></td> <td></td> <td>ايد</td> </tr> <tr> <td>English and Fun</td> <td>ايد</td> <td></td> <td></td> </tr> </tbody> </table>	Programme	Channel 1	Channel 2	Channel 3	Green Summer	ايد			My Childhood		ايد		Harry Potter			ايد	English and Fun	ايد			T-Ss	
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Harry Potter			ايد																					
English and Fun	ايد																							
	<p>To help students develop their listening skill for specific information (True – False).</p>	<p>Task 2: Listen again and tick T (True) or F (False).</p> <ul style="list-style-type: none"> - 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. - Students listen and tick. - Teacher checks their answers as a class. If students have difficulty in catching the information, determine their answers, pause the 	T-Ss																					

		<p>recording after each sentence where the information appears.</p> <p>Audio script: <i>Here are some interesting TV programmes for you. Green Summer, a music programme, is on Channel 1. It starts at eight o'clock. My Childhood is on Channel 2. It's the story of a country boy and his dog Billy. On Channel 3, you will watch Harry Potter at 8.30. Children all over the world love this film. If you like to learn English, you can go to English and Fun on Channel 1. It's at nine o'clock. We hope you can choose a programme for yourself. Enjoy and have a great time.</i></p>		
Post-Listening	To summarize the key information in the listening tasks.	<p>Teacher asks students questions to complete the mind map about the content of the previous listening tasks.</p> <p>Suggested answers:</p>	T-Ss	5 mins

Pre-Writing	To guide and prepare students with information for their writing in Task 4.	<p>Task 3: Read and answer.</p> <ul style="list-style-type: none"> - 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. 	T-Ss	5 mins
While-Writing	To guide students how to write a paragraph about TV-watching habits.	<p>Task 4: Write a paragraph of about 50 words about your TV-viewing habits. Use your answers in Task 3.</p> <ul style="list-style-type: none"> - 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 	T-Ss S	10 mins

		<p>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.</p> <ul style="list-style-type: none"> - 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. <p>Sample answer: <i>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 Da Vinci most. It has interesting educational programmes for children.</i></p>		
Post-Writing	To peer check, cross check and final check students' writing.	<ul style="list-style-type: none"> - Teacher asks students to exchange their textbooks to check their friends' writing. - Teacher then gives feedback as a class discussion. 	T-Ss Ss-Ss	4 mins

Consolidation	To consolidate what students have learnt in the lesson.	Teacher asks students to talk about what they have learnt in the lesson.	T-Ss	1 mins
Homework	To revise students' writing.	Rewrite the paragraph.	Ss	1 min

UNIT 7: TELEVISION

Lesson 7: Looking back & Project

Lesson aim(s)

- By the end of the lesson, students will be able to:
- use the lexical items related to the topic *Television*;
 - pronounce correctly the sounds /ð/ and /θ/ in isolation and in context;
 - use conjunctions (*and, but, because*) and question words (*where, who, why..*);
 - ask and talk about a favourite TV programme;
 - read a TV schedule and descriptions of famous children's programmes for specific information;
 - listen for specific information from a recommended TV schedule;
 - write a short guided passage about one's TV watching habits.

Materials (referenced)

- Grade 6 textbook, Unit 7, Looking back & Project
- Pictures, A0 paper
- sachmem.vn

Anticipated difficulties	Solutions
1. Students may have underdeveloped speaking, writing and co-operating skills when doing projects.	<ul style="list-style-type: none">- Encourage students to work in pairs, in groups so that they can help each other.- Provide feedback and help if necessary.
2. Some students will excessively talk in the class.	<ul style="list-style-type: none">- Define expectations in explicit detail. Have excessive talking students practise.- Continue to define expectations in small chunks (before every activity).

Board Plan

<p><i>Date of teaching</i></p> <p>Unit 7: Television</p> <p>Lesson 7: Looking back & Project</p> <p>* Warm-up</p> <p>Mini-talk</p> <p>I. Looking back</p> <p>Vocabulary</p> <p>Task 1: Put the words in the box in the correct column. Add more words if you can.</p> <p>Task 2: Use the words in the box to complete the text.</p> <p>Grammar</p> <p>Task 3: Complete each question with a suitable question word.</p> <p>Task 4: Use the conjunctions provided to connect the sentences.</p> <p>II. Project</p> <p>Task 5: How important is TV to you?</p> <p>* Homework</p>
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Stage	Stage aim	Procedure	Interaction	Time
Warm-up	<ul style="list-style-type: none"> - To activate students' prior knowledge and vocabulary related to the topic. - To revise the vocabulary about television and lead in the lesson. 	<p>* Mini-talk</p> <ul style="list-style-type: none"> - 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?" 	T-Ss	5 mins

Looking back	<p>To help students revise the vocabulary about television.</p> <p>To help students revise the vocabulary about television in context.</p>	<p>VOCABULARY</p> <p>Task 1: Put the words in the box in the correct column. Add more words if you can.</p> <ul style="list-style-type: none"> - 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 double check. - Teacher calls on some students to read aloud their answers before checking them as a class. <p>Answer key:</p> <table border="1" data-bbox="542 906 895 1106"> <thead> <tr> <th>Programmes</th> <th>Adjectives</th> </tr> </thead> <tbody> <tr> <td>sports</td> <td>educational</td> </tr> <tr> <td>wildlife</td> <td>interesting</td> </tr> <tr> <td><i>English in a Minute</i></td> <td>popular</td> </tr> <tr> <td>animated films</td> <td>funny</td> </tr> </tbody> </table> <p>Task 2: Use the words in the box to complete the text.</p> <p>Notes:</p> <ul style="list-style-type: none"> * This activity is for the revision of the vocabulary, not as single vocabulary but in a contextualized situation. * Students have to be able to recognise the relationship of the 	Programmes	Adjectives	sports	educational	wildlife	interesting	<i>English in a Minute</i>	popular	animated films	funny	<p>S</p> <p>Ss-Ss</p> <p>T-Ss</p>	<p>16 mins</p>
Programmes	Adjectives													
sports	educational													
wildlife	interesting													
<i>English in a Minute</i>	popular													
animated films	funny													

	<p>To help students revise the use of conjunctions.</p>	<p>3. Why 4. Who 5. How much</p> <p>Task 4: Use the conjunctions provided to connect the sentences.</p> <ul style="list-style-type: none"> - 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. <p>Answer key:</p> <ol style="list-style-type: none"> 1. <i>Ocean Life</i> is on at 7.30, and <i>Laughing out Loud</i> comes next at 8.00. 2. I liked <i>The Seven Kitties</i> very much, so I watched it many times. 3. BBC One is a British Channel, but VTV6 is a Vietnamese Channel. 4. <i>Along the Coast</i> is a famous TV series, but I don't like it. 5. I have a lot of homework tonight, so I can't watch <i>Eight Feet Below</i>. 		
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Project	To introduce to students a new way of learning and practising their learnt language outside the class.	<p>Task 5: How important is TV to you?</p> <p>Notes:</p> <ul style="list-style-type: none"> * This project introduces to students a new way of learning and practising their learnt language outside the class. * Teacher organises the activity in a way that students will be able to go out and ask questions to find out how important TV is to their friends, to take notes of the answers, and to report the results to other people (their classmates). - Teacher divides students into groups of four or five and instructs them on what they have to do. - Teacher encourages them to reach further out of the classroom (interviewing their parents, siblings, neighbours, etc.). - Teacher asks students to share their findings with the class. If there is time, teacher can use the results of the project for the class discussion to see how much TV watching is enough/ 	<p>Group work</p> <p>T-Ss</p>	20 mins
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		good/bad and the role of TV for children.		
Consolidation	To consolidate what students have learnt in the lesson.	Teacher asks students to talk about what they have learnt in the lesson.	T-Ss	3 mins
Homework	To prepare for the next lesson.	Prepare for the next lesson: Unit 8 – Getting started.	T-Ss	1 min

*Pictures' source: From Internet