**Week 21st**

**Period**: **61**

**UNIT 7: TELEVISION**

**Lesson 7: LOOKING BACK + PROJECT**

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| --- | --- | --- |
| **Class** | **Date of teaching** | **Attendance** |
| **6A** |  |  |
| **6B** |  |  |
| **6C** |  |  |

**I. OBJECTIVES:**

By the end of the lesson, students are expected to achieve the following objectives:

**1. Knowledge:**

**\*Vocabulary:**

- Understand the key words: wildlife, popular, funny, animated film, informative, talk show.

**\* Pronunciation:**

- Pronounce the key words correctly: wildlife, popular, funny, animated film, informative, talk show.

**\* Grammar:**

- Use Wh-question to make questions.

**2. Competencies:**

**a. General competencies:**

- Form and improve such competencies as: teamwork, presentation, problem-solving skill, interpersonal skill, self-study skill,…

**b. Specific competencies:**

- Practice the four skills through doing exercises.

**3. Qualities:**

**-** Positive about the leisure activities.

- Students know how to watch TV correctly anf some suitale children’s programes.

**II. PREPARATIONS**

**Teacher:** Text book, laptop, TV/ projector

**Students:** Text books, pencil, eraser

**III. PROCEDURE**

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| --- | --- | --- | --- |
| **ACTIVITY 1: WARM-UP (5’ - IW)**   1. **Aim:**   To activate students’ prior knowledge and vocabulary related to the topic.  To revise the vocabulary about television and lead in the lesson.  **2. Content:**  Having somewarm-up activities to creat a friendly and relaxed atmostphere to inspire Ss to warm up to the subject and new class  **3. Products:**  Interest and concentration of Ss on the class activities.  A friendly and relaxed atmostphere to the new lesson  A chance to speak English and focus on the topic of the lesson..  **4. Implementation:**  Teacher instructs  Ss do as required | | | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** | | |
| **Step 1: Task delivering**  - Chatting  **Step 2: Task performance**  *\** ***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”.  **Step 3: Report and discussion**  - Ss join in the discussion and do as required  **Step 4: Judgement**  - T summarizes the discussion and leads to the lesson. | + What is your favourite TV programme?  + Can you tell me what it is about?  + Could you give me some adjectives to describe it?” | | |
| **ACTIVITY 2: KNOWLEDGE FORMATION (15'- IW, PW)**  **1. Aim:**  To help students revise the vocabulary about television.  **2. Content:**  Revise the vocabulary about television to do the exescise.  **3. Products:**  Remember the words and the use of Wh-questions  Vocabulary about TV  **4. Implementation:** | | | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** | | |
| **Step 1: Task delivering**  - T sets the scene/ context for the listening and reading.  - T ask the whole class to do the Tasks in Looking Back  **Step 2: Task performance**  **1. Vocabulary**  **Task 1: Put the words 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 double check.  Teacher calls on some students to read aloud their answers before checking them as a class.  **Task 2: Use the words in the box to complete the text.**  **Notes:**  \* 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 target words and their neighbours, the context in which they appear.  Teacher asks students to do the task individually.  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.  **Step 3: Report and discussion**  Ss write down the new vocabulary.  T asks, Ss answer some more questions about the lesson.  **Step 4: Judgement**  T gives feedback on the reaction of Ss. | **1. Vocabulary**  **Task 1: Put the words in the box in the correct column. Add more words if you can.**  ***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.**  ***Answer key:***  1. viewers  2. animal  3. sports  4. funny  5. educational | | |
| **ACTIVITY 3: PRACTICE (15'- IW)**  **1. Aim**:  To help students revise the use of question words.  To help students revise the use of conjunctions  **2. Content**:  Review grammar point: Question words, conjunctions.  Do exercises.  **3. Products**:  Remember more the use and form of the grammar points.  **4. Implementation**: | | | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** | | |
| **Step 1: Task delivering**  T let Ss study the examples, consume the rules and do the exercises  **Step 2: Task performing**  **2. Grammar**  **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.  **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.  **Step 3: Report and discussion**  - Ss write down the new vocabulary  - T asks, Ss answer some more questions about the lesson  **Step 4: Judgement**  - T gives feedback on the reaction of Ss | | | **2. Grammar**  **Task 3: Complete each question with a suitable question word.**  ***Answer key:***  1. How many  2. What  3. Why  4. Who  5. How much  **Task 4: Use the conjunctions provided to connect the sentences.**  ***Answer key:***  1. *Ocean Life* is on at 7.30, and *Laughing out Loud* comes next at 8.00.  2. I liked *The Seven Kitties* very much, so I watched it many times.  3. BBC One is a British Channel, but VTV6 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.* |
| **ACTIVITY 4: APPLICATION (10’ - GW)**  **1. Aim**:  To help Ss revise all they have learnt.  To give Home assigments  **2. Content**:  A mind map summarising the main points of the lesson.  Home assigments  **3. Products**:  Review the old lesson  Take note Home assigments  **4. Implementation:** | | | |
| **TEACHER AND STUDENTS' ACTIVITIES** | | **CONTENTS** | |
| **Step 1: Task delivering (Home assignments)**  - T has Ss summarise what they have learnt with the two skills.  - T can instruct them to draw a mind map to summarise the main points of the lesson.  **-** Home assigments  **Step 2: Task performance**  - T summarises the main points.  - T asks Ss what they have learnt so far. Have them recall the important elements.  - T lets Ss take note the home assignments  **3. Project**  **How important is TV to you?**  Notes:  \* 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/ good/bad and the role of TV for children.  **Step 3: Report and discussion**  T asks, Ss answer.  **Step 4: Judgement**  T gives feedback and requires Ss do homework. | | **3. Project**  **How important is TV to you?**  ***Suggested answers:***  1. Other: Surfing the Internet.  2. Other: Internet.  3. Other: Less than one hour.  4. Other: Because I have online lessons on TV.  5. Other: I can completely live without TV.  *Hello everyone! I interviewed six members in my group and these are the results. In their free time, Mai and Nam go out, Minh reads books, Trung and Phong watch TV, but Nhi surfs the Internet. Mai, Nam, Trung prefer to get information from books, and Minh, Phong, Nhi prefer to do that from the Internet. All of them watch TV more than two hours a day because they they like it. Mai and Nhi think they can live without TV up to a month, but Nam, Minh , Trung, Phong think they can live without TV just one day.*  **\* Home assigments:**  - Learn by heart the vocabulary.  - Write about your favourite TV programme. | |
| **IV. FEED-BACK:**  **………………………………………………………..………………………………….………………………………………………………………………………………………………………..**  **……………………………………………………………………………………………..………**  **…………………………………………………………………………………………………..…**  **………………………………………………………………………………………………………** | | | |