

UNIT 7: TELEVISION

Lesson 1: GETTING STARTED: What's on today?

I. Objectives:

By the end of this Unit, students can use some vocabularies and structures to talk about some *famous children's programs*.


II. Language Focus:

1. *Vocabulary*: the items related to television.
2. *Structures*: The present simple tense.

III. Method: Communicative approach

IV. Teaching aids: Course book, CD player, picture.

V. Procedures:

<i>Teacher's Activities</i>	<i>Ss' Activities</i>	<i>Content</i>	<i>Note</i>
- Ask Ss to look at the picture and answer some questions about the picture	- Whole class	* <u>Warm-up:</u> -Who are they? What are they doing? Can you guess what they are talking about? (Introduce) Are they talking about their <i>famous TV programmes</i> ?	
- Write the title on the board and explain the meaning of “what’s on” and ask Ss to guess what the picture might show or what the conversation might be about. - Ask Ss to share any recent experiences of their watching TV - More explains new words and structures in listen and read. -Play the recording. Ss listen and read.	- Listen - Listen and repeat	* <u>Presentation:</u>  Vocabulary *To be on (TV) * program Laughing out loud/ cartoon *clip * channel * awful * intelligent *cool *stupid * TV schedule <u>Structures</u> * conjunctions: and, but Eg: Tom is stupid, but funny	
Activity 3 : 1a	- Pair-work	* <u>Practice:</u> 1a Answer the questions 1- Laughing out loud - 2- VTV3	

<p>Ss work independently. Allow them to share answers before discussing as a class. Write the correct answers on the board</p> <p>-Confirm the correct answers.</p> <p>Activity 4 :1b</p> <p>-Let Ss to find the adjectives from the conversation describing each character</p> <p>- Get feedback</p> <p>Activity 5 : 1c</p> <p>- T supplements the list of adjectives</p> <p>-Ask Ss if they know a program they have watched and comment on it by using an adjective by making yes no questions (cartoon, movie, game show <i>who is millionaire</i>, discovery)</p> <p>Activity 6</p> <p>-Let Ss listen and repeat these new words in the box. Teacher explains new words</p> <p>- Ask SS to work in group of four , look at the pictures and match it with the correct words.</p> <p>- Get feedback. Then ask them to write the correct words under the pictures</p> <p>Activity 7</p> <p>-Ask ss to read the sentences carefully. They can ask teacher which words they don't know.</p> <p>- Ask them to do this exercise individually. They try to find the suitable words to complete the sentences</p>	<p>- Individual work</p> <p>- Pair-work</p> <p>- Listen and repeat.</p> <p>- Individual work.</p>	<p>3-No, they aren't</p> <p>4- Because he is awful.</p> <p>5- Tom is stupid, but funny</p> <p>1b</p> <p>Mr Bean: funny ,awful</p> <p>Tom : stupid, funny</p> <p>Jerry : intelligent</p> <p>1c: Make Yes No questions with these adjectives</p> <p>- Is News program popular?</p> <p>- Yes, it is</p> <p>- Is News program funny?</p> <p>- No, it isn't</p> <p>2-Write the words under the pictures</p> <p>1- National television</p> <p>2- News program</p> <p>3- Local television</p> <p>4- comedy</p> <p>5- game show</p> <p>6- animal program</p> <p>3- Find the suitable words to complete the sentences</p> <p>1- national</p> <p>2- comedy</p> <p>3- channels</p> <p>4- competition</p> <p>5- Cartoons</p> <p>6- educational</p>
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<p>-Ss share their answers with a partner before giving T the answers. -Confirm the correct answers.</p>							
<p>Activity 8 -Ask Ss to work in group of four. They will discuss which two things they like and which two things they don't like about television. - Get feedback and correct.</p>	<p>- Group-work</p>	<p>* <u>Production:</u> 5- Discuss and make a list</p> <table border="1" data-bbox="911 478 1414 758"> <thead> <tr> <th data-bbox="911 478 1195 527">likes</th> <th data-bbox="1195 478 1414 527">Dislikes</th> </tr> </thead> <tbody> <tr> <td data-bbox="911 527 1195 758"> *Many interesting programmes * Educational * Entertaining </td> <td data-bbox="1195 527 1414 758"> Bad for eyes Less active/ passive </td> </tr> </tbody> </table>	likes	Dislikes	*Many interesting programmes * Educational * Entertaining	Bad for eyes Less active/ passive	
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		<p>*<u>Homework:</u> - Learn vocabulary by heart. - Prepare next lesson <i>(A closer look 1)</i></p>					

UNIT 7: TELEVISION

Lesson 2: A Closer Look 1

I. Objectives:

By the end of this lesson, students can pronounce correctly the sounds /θ/ and /ð/ in isolation and in context.

II. Language Focus:

1. *Vocabulary*: the lexical items related to the topic “Television”.

2. *Structures*: The present simple tense

III. Method: Communicative approach

IV. Teaching aids: Course book, CD player, picture.

V. Procedures:

<i>Teacher's Activities</i>	<i>Ss' Activities</i>	<i>Content</i>	<i>Note</i>				
<ul style="list-style-type: none"> - Listen and repeat these new words in the box. Remind them these words in G S deals with the names of the channels or programs..... while the latter deals with the jobs of the people working on television - Ask SS to work in pairs and match the words with the right pictures. 	<ul style="list-style-type: none"> - Individual work 	<p>* <u>Presentation:</u> 📖 Vocabulary 1. Name the rooms of the house. newsreader TV schedule MC TV viewer remote control weatherman</p>					
<ul style="list-style-type: none"> - Let Ss work in pairs to do this activity. They will review the words they have learned as well as they can learn how to identify a word from its description - Get feedback and ask other Ss to comment. -Ask Ss to listen to the words very carefully. Let them focus on the /θ/ and /ð/ sounds and distinguish between them 	<ul style="list-style-type: none"> - Pair-work - Listen and repeat. 	<p>* <u>Practice:</u> 2. Choose the right words 1 - weatherman 2- newsreader 3 - Remote control 4 - MC 5 - Volume button 6 - TV viewer</p> <p>📖 Pronunciation /θ/ and /ð/</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">/θ/</td> <td style="text-align: center;">/ð/</td> </tr> <tr> <td>Theater, earth, Thanksgiving, both, through</td> <td>There, them. Neither,</td> </tr> </table>	/θ/	/ð/	Theater, earth, Thanksgiving, both, through	There, them. Neither,	
/θ/	/ð/						
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<ul style="list-style-type: none"> -Then play the recording for them to listen and repeat the words. - Play the recording every words many times for ss to recognize it -Ask Ss to put the words in the correct column while they listen -Ss compare their answers in pairs before T checks their answers with the whole class. -Have Ss comment on the way to pronounce - Ask Ss to give more examples -Play the recording for Ss to repeat the tongue twister. - Then ask them to practise reading it quickly and correctly 	<ul style="list-style-type: none"> - Pair-work - T-Whole class 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;"></td> <td style="width: 50%; text-align: center;"> weatherman, than, feather </td> </tr> </table>		weatherman, than, feather	
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<ul style="list-style-type: none"> - Have Ss play a game what is it. T prepare some flashcards. Then divide class into 6 groups. - Every group try to define the words in their flashcards for the ss in other groups to guess and write on their sub board - The group has more right words will win 	<ul style="list-style-type: none"> - Group-work 	<p>* <u>Production:</u> 3. <i>Game</i></p> <div style="text-align: center; border: 1px solid green; border-radius: 50%; padding: 10px; width: fit-content; margin: 0 auto;"> What is it? </div>			
		<p>*<u>Homework:</u></p> <ul style="list-style-type: none"> - Learn vocabulary by heart. - Prepare next lesson <p style="text-align: right;"><i>(A closer look 2)</i></p>			

Experiments:

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