

## 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><b>Warm-up:</b></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><b>Presentation:</b></u>  <b>Vocabulary</b> *To be on (TV) * program Laughing out loud/ cartoon *clip * channel * awful * intelligent *cool *stupid * TV schedule <u>Structures</u> * conjunctions: <b>and, but</b> <u>Eg:</u> Tom is stupid, but funny	
Activity 3 : 1a Ss work independently. Allow them to share answers before	- Pair-work	* <u><b>Practice:</b></u> <b>1a</b> Answer the questions 1- Laughing out loud - 2- VTV3 3-No, they aren't	

<p>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>-Ss share their answers with a partner before giving T the answers.</p>	<p>- Individual work</p> <p>- Pair-work</p> <p>- Listen and repeat.</p> <p>- Individual work.</p>	<p>4- Because he is awful.</p> <p>5- Tom is stupid, but funny</p> <p><b>1b</b></p> <p><b>Mr Bean:</b> funny ,awful</p> <p><b>Tom</b> : stupid, funny</p> <p><b>Jerry</b> : intelligent</p> <p><b>1c: Make Yes No questions with these adjectives</b></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><b>2-Write the words under the pictures</b></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><b>3- Find the suitable words to complete the sentences</b></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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-Confirm the correct answers.											
<p>Activity 8</p> <p>-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.</p> <p>- Get feedback and correct.</p>	- Group-work	<p><b>* <u>Production:</u></b></p> <p>5- Discuss and make a list</p> <table border="1" data-bbox="895 344 1393 613"> <thead> <tr> <th data-bbox="895 344 1174 389">likes</th> <th data-bbox="1174 344 1393 389">Dislikes</th> </tr> </thead> <tbody> <tr> <td data-bbox="895 389 1174 479">*Many interesting programmes</td> <td data-bbox="1174 389 1393 479">Bad for eyes</td> </tr> <tr> <td data-bbox="895 479 1174 524">* Educational</td> <td data-bbox="1174 479 1393 524">Less active/</td> </tr> <tr> <td data-bbox="895 524 1174 613">* Entertaining</td> <td data-bbox="1174 524 1393 613">passive</td> </tr> </tbody> </table>		likes	Dislikes	*Many interesting programmes	Bad for eyes	* Educational	Less active/	* Entertaining	passive
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		<p><b>*<u>Homework:</u></b></p> <p>- Learn vocabulary by heart.</p> <p>- Prepare next lesson</p> <p style="text-align: right;"><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”.

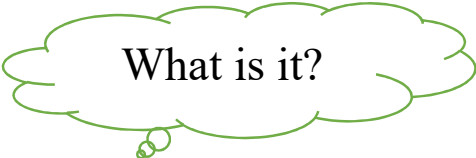
2. *Structures*: The present simple tense

#### 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"> <li>- 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</li> <li>- Ask SS to work in pairs and match the words with the right pictures.</li> </ul>	<ul style="list-style-type: none"> <li>- Individual work</li> </ul>	<p><b>* <u>Presentation:</u></b>  <b>📖 Vocabulary</b>                      1. Name the rooms of the house.  <i>newsreader</i>                      TV schedule                      MC                      TV viewer                              remote control  <i>weatherman</i></p>					
<ul style="list-style-type: none"> <li>- 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</li> <li>- Get feedback and ask other Ss to comment.</li> <li>- Ask Ss to listen to the words very carefully. Let them focus on the /θ/ and /ð/ sounds and distinguish between them</li> </ul>	<ul style="list-style-type: none"> <li>- Pair-work</li> <li>- Listen and repeat.</li> </ul>	<p><b>* <u>Practice:</u></b>  <u>2. Choose the right words</u>                      1 - weatherman                      2- newsreader                      3 - Remote control                      4 - MC                      5 - Volume button                      6 - TV viewer</p> <p><b>📖 Pronunciation</b>                      /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"> <li>-Then play the recording for them to listen and repeat the words.</li> <li>- Play the recording every words many times for ss to recognize it</li> <li>-Ask Ss to put the words in the correct column while they listen</li> <li>-Ss compare their answers in pairs before T checks their answers with the whole class.</li> <li>-Have Ss comment on the way to pronounce</li> <li>- Ask Ss to give more examples</li> <li>-Play the recording for Ss to repeat the tongue twister.</li> <li>- Then ask them to practise reading it quickly and correctly</li> </ul>	<ul style="list-style-type: none"> <li>- Pair-work</li> <li>- T-Whole class</li> </ul>	<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"> <li>- Have Ss play a game what is it. T prepare some flashcards. Then divide class into 6 groups.</li> <li>- Every group try to define the words in their flashcards for the ss in other groups to guess and write on their sub board</li> <li>- The group has more right words will win</li> </ul>	<ul style="list-style-type: none"> <li>- Group-work</li> </ul>	<p><b>* <u>Production:</u></b> 3. <i>Game</i></p> <div style="text-align: center;">  <p style="font-size: 1.2em; margin: 0;">What is it?</p> </div>			
		<p><b>*<u>Homework:</u></b></p> <ul style="list-style-type: none"> <li>- Learn vocabulary by heart.</li> <li>- Prepare next lesson <i>(A closer look 2)</i></li> </ul>			

*Experiments:*

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