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<p>- T should ask Ss to refer to the answers in order to find the question word.  <i>Note: Ss might find it difficult to complete the question: _____ of them are there?</i>  <i>Suggest they look at the word 'series', which means 'many' and the answers 'there are ten of them already'.</i></p> <p>Activity 4 :</p> <p>- T explains the meaning and how to use the how to use the conjunctions correctly</p> <p>-Guide Ss, telling them that if they want to find the correct conjunctions for each statement, they have to read the statements carefully and decide what the relationship between the two ideas is. Also discuss punctuation. Explain to Ss that there is always comma with <i>so</i> and <i>although</i>.</p> <p>Activity 5 :</p> <p>-Ask Ss to work in pairs to complete the activity  - get feedback- ask ss to read the completed sentences in front of the class</p>	<p>-T-whole class.</p> <p>- Individual work</p> <p>- Pair - work</p>	<p><b>How many</b>  <b>Why?</b>  <b>What time/ when</b></p> <p><b><u>II- CONJUNCTIONS : are used to connect words and ideas</u></b> :BUT, AND, OR, BECAUSE, ALTHOUGH</p> <p>Eg1 : She is <u>tall</u> <u>and</u> <u>cute</u>.  Adj + Conj + Adj</p> <p><u>She stayed</u> at home <u>because</u> <u>she was ill</u>  S + V _____ + conj + S + V  Main clause                      subordinated clause</p> <p>*<u>Because she was ill</u> , <u>she stayed at home</u>  Subordinated clause , Main clause</p> <p>→<u>She was ill</u> , <u>so she stayed at home</u>  Main clause      Subordinated clause</p> <p><b><u>Exercise 4</u></b> : Use the conjunctions to complete the sentences  1- and      2- but      3- Although  4- because    5- so</p> <p><b><u>Exercise 5</u></b> : Match  1- c      2- a      3- e  4- b      5- d</p>
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<p>-This task is more demanding as Ss have to decide what question word is to be used and how to form the question. Ask Ss to underline the key information the question is asking for, e.g.: the name, the programme ---&gt; the question word is 'What'. Ss can then make the questions.</p>	<p>- Group - work</p>	<p><b>* <u>Production:</u></b>  <i>6. How much do you know about TV in Vietnam?</i>          What is the name of the national TV channel?          How many hours does it broadcast?          ...</p>	
		<p><b>* <u>Homework:</u></b>          - Prepare next lesson   <i>(Communication)</i></p>	

## UNIT 7: TELEVISION

### Lesson 4: Communication

#### I. Objectives:

- By the end of this lesson, students can Ask and talk about a favorite TV programmes.

#### 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.

#### V. Procedures:

<i>Teacher's Activities</i>	<i>Ss' Activities</i>	<i>Content</i>	<i>Note</i>
<p>- Have Ss look at extra vocabulary.</p> <p>-Ask Ss to repeat the name of some countries.</p> <p>- Then ask them to look at the Facts and complete the sentences in pairs</p>	<p>- Whole class</p> <p>- Pair-work</p>	<p><b>* <u>Presentation:</u></b> Extra vocabulary:</p> <ul style="list-style-type: none"> <li>○ Clumsy</li> <li>○ Cute</li> <li>○ Mini-series</li> <li>○ Entertain</li> </ul> <p><b><u>Complete the Facts</u></b></p> <p>1. Japan            2. Viet Nam 3. Iceland        4. The USA 5. Finland        6. Britain</p>	
<p>Discussion</p> <p>-Ask Ss to work in group of four to discuss in order to find how they fell and what they think about television.</p> <p>- Get feed back – Let them talk freely</p> <p>-Ask SS to read the reading carefully</p>	<p>- Group-work</p>	<p><b>* <u>Practice:</u></b></p> <p>2- Do you agree with following statements</p> <p style="text-align: center;"><b>Yes, I do/ No, I don't</b></p> <p>3. How much do you know? a. Read about two famous TV programmes for children.</p>	