


<p>-Ask Ss to listen again and take notes about the time . Then try to tick True or false statements .</p>		<p>2 Listen and tick statements 1-5 with true or false</p> <p>1- F 2- T 3- F 4- T 5- F</p>	
<p>-Ask Ss to read the questionnaire and choose the most appropriate answers for him /her. - Check and confirm the correct answer . - T helps Ss organize their ideas for writing. - Then ask them to look at the suggested structure for the writing. - Ask them to work in group of four to write a short descriptions of the TV- watching habits</p>	<p>- Individual work</p>	<p>* Production:  Writing 3. What are your TV-watching habits</p> <p><i>I enjoy watching TV. I often spend four hours a day watching TV. I often watch TV when I have free time for entertaining or sometimes when I am eating .I usually watch cartoons or some game shows. I often turn off the TV when I am not watching it. I think I have good watching habits. I never forget to prepare my lessons or do my homework before watching TV.</i></p>	
		<p>*Homework: - Write your description in your notebook. - Prepare next lesson : (Looking back)</p>	

Experiments:

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UNIT 7: TELEVISION

Lesson 7: Looking Back

I. Objectives:

By the end of this Unit, students can remember and use what they have learnt during the unit to help them to do each exercise so that Ss can use that information to complete the self-assessment box at the end of the unit

II. Language Focus:

1. *Vocabulary*: the lexical items related to the topic “Television”.
2. *Structures*: Question words.
Conjunction.

III. Method: Communicative approach

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

V. Procedures:

<i>Teacher's Activities</i>	<i>Ss' Activities</i>	<i>Content</i>	<i>Note</i>															
<p>Activity 1: -Ss do this activity individually. They will revise the taught vocabulary about different jobs in TV , TV programmes and different kinds of film -Then compare their answers with a partner. -Ask one St to write his/ her answer on the board.</p> <p>Activity 2: -Ask Ss to work in groups to use the words in the box to fill the text below in a contextualized situations</p>	<p>- Individual work</p> <p>- Pair work</p> <p>- Group-work</p>	<p>* <u>Presentation:</u> Vocabulary <i>EX 1- Put the words into the correct columns</i></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">people</td> <td style="width: 33%;">programme</td> <td style="width: 33%;">Kinds of films</td> </tr> <tr> <td>Newsreader</td> <td>Cartoon</td> <td>Documentary</td> </tr> <tr> <td>Weather girl</td> <td>Game show</td> <td>romance</td> </tr> <tr> <td>Writer</td> <td>Animals</td> <td></td> </tr> <tr> <td>MC</td> <td>Home& garden</td> <td></td> </tr> </table>	people	programme	Kinds of films	Newsreader	Cartoon	Documentary	Weather girl	Game show	romance	Writer	Animals		MC	Home& garden		
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		<p><i>EX 2- Use the words in the box to fill the text below</i></p> <table style="width: 100%;"> <tr> <td>1- national</td> <td>2- viewers</td> </tr> <tr> <td>3- & o'clock news</td> <td>4- Comedies</td> </tr> <tr> <td>5- relax</td> <td>6- game shows</td> </tr> </table>	1- national	2- viewers	3- & o'clock news	4- Comedies	5- relax	6- game shows										
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<p>Activity 3 -Ask Ss to Ss work independently. They look at</p>	<p>- Individual work</p>	<p>* <u>Practice:</u> Grammar <i>EX 3- Use a question word to make a suitable question</i></p> <table style="width: 100%;"> <tr> <td>1.How many</td> <td>4- Who</td> </tr> <tr> <td>2- What</td> <td></td> </tr> </table>	1.How many	4- Who	2- What													
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Ask Ss to complete the self-assessment. Identify any difficulties and weak areas and provide further practice.		
		<p><u>*Homework:</u> - Prepare next lesson : <i>(Unit 8: Sports and Games Lesson 1: Getting Started)</i></p>

Experiments:

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