**Period 91.**

**UNIT 6: ENTERTAINMENT**

**Lesson 5: 6B GRAMMAR 2 (p. 107)**

**I. Objectives (learning outcomes):**

By the end of this lesson, students will be able to:

**1. Knowledge:** Learn grammar about will- be going to- present continuous (with future meaning)

**2. Core competences and language skills:**

- Improve Ss’ critical thinking, analytical and other skills

- Express grammatical relationships in spoken utterances

**3. Personal qualities:** Be well-prepared for the future, be responsible for their decision and promises

**II. Teaching aids:**

**- Teacher’s aids:** student book and teacher’s book, class CDs, IWB software, PPT/ projector/interactive whiteboard/TV (if any).

**- Students’ aids:** Student books, notebooks.

**III. Procedures:**

**A. Warm-up: (5 minutes)**

**a. Objectives:** to review the previous lesson and set the scene for Ss to acquire new language; to get students' attention at the beginning of the class by means of enjoyable and short activities as well as to engage them in the steps that follow.

**b. Content:** Will- be going to

**c. Expected outcomes:** Ss can review the previous lesson.

**d. Competences: c**ommunication, collaboration, analytical thinking skills

**e. Organization:**

|  |  |  |
| --- | --- | --- |
| **T’s activities** | **Ss’ activities** | **Content** |
| - Ask Ss to make sentences using the cues given.  - Correct Ss’ answer and remind the rule if necessary. | - Work in pairs and complete the task individually and then share with their partners  - Listen and take notes | **Make Sentences using the cues below:**  1. I/ tired. I/not/ go out/ tonight.  2. I/ be/ back/ in 10 minutes. Not/ worry.  3. I/ help/ you/ your project.  4. Look/the sky! It/go/to rain/today  **Suggested answer:**  1. I’m tired. I won’t go out tonight.  2. I’ll be back in 10 minutes. Don’t worry.  3. I’ll help you with your project.  4. Look at the sky! It’s going to rain today. |

**B. New lesson: (35 minutes)**

**1. Activity 1: (15 minutes)**

**a. Objectives:** to help Ss practise *be going to* (affirmative/ negative, interrogative)

**b. Content:** *be going to*

**c. Expected outcomes:** Ss can understand and use the grammar point correctly

**d. Competences: c**ommunication, collaboration, critical thinking skills

**e. Organization:**

|  |  |  |
| --- | --- | --- |
| **T’s activities** | **Ss’ activities** | **Content** |
| - Explain the task and read out the example.  - Give Ss time to complete the sentences with the correct form of the verbs in the list.  - Check Ss’ answers. | - Complete the task individually and then share with their partners  - Listen and take notes | **Task 4: Complete the sentences. Use the appropriate form of *be going to* and the verbs in the list.**  visit chat play watch attend  This weekend ...  **1** John \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ football. (✗)  **2** Steve is going to watch a film at the cinema. (✓)  **3** Paula isn’t going to visit her cousins. (✗)  **4** Jim and Andy are going to chat with each other online. (✓)  **5** Kim and her mum aren’t going to attend a theatre performance. (✗) |
| - Explain the task and give Ss time to complete it.  - Check Ss’ answers. | - Complete the task individually and then share with their partners  - Listen and take notes | **Task 5:** **Ask and answer using the prompts and *be going to*.**  **1** you/travel abroad this summer?  **2** you/work on TV when you grow up?  **3** where/you and your family/spend the weekend?  **4** your parents/attend a performance next Saturday?  ***Suggested Answer Key***  *1. Are you going to travel abroad this summer?*  *Yes, I am.*  *2. Are you going to work on TV when you grow up? No, I’m not.*  *3. Where are you and your family going to spend the weekend?*  *We’re going to spend it at home.*  *4. Are your parents going to attend a performance next Saturday?*  *No, they aren’t.* |

**2. Activity 2: (15 minutes)**

**a. Objectives:** to help Ss practise *will – be going to* extensively and *present continuous*

**b. Content:** *will – be going to and present continuous*

**c. Expected outcomes:** Ss can distinguish the three tenses *will – be going to and present continuous*

**d. Competences: c**ommunication, collaboration, critical thinking skills and creativity

**e. Organization:**

|  |  |  |
| --- | --- | --- |
| **T’s activities** | **Ss’ activities** | **Content** |
| - Give Ss time to complete the sentences with the correct form of the verbs.  - Check Ss’ answers.  - Ask Ss to work in pairs- one asks and one answers. | - Complete the task individually and then share with their partners  - Practise asking and answering using the structure | **Task 6:** **Put the verbs in brackets in the *Future Simple* (***will***) or the** *be going to* **form.**  **1** A: Have you got this week’s *Teen Sports* magazine?  B: I’m not sure. I will/’ll have (have) a look.  2 A: The drama club is/’s going to hold (hold) a performance this Sunday.  B: Really? I will/’ll come (come)!  3 A: There’s a documentary about celebrities on TV tonight.  B: I know. I am/’m not going to watch (not/watch) it, though.  4 A: Do you think Peter will/’ll come (Peter/come) to the party?  B: No. He‘s/is going to spend (spend) the weekend with his uncle. |
| - Read out the ***Note!*** box.  - Explain that we can use the Present Continuous with a future meaning for fixed arrangements.  - Read out the notes and the example.  - Give Ss time to complete the task.  - Check Ss’ answers. | - Listen and take notes  - Complete the task individually and then share with their partners  - Listen and take notes | **Note!!!!**  We use the **Present Continuous** for fixed arrangements in the near future e.g. John**’s leaving** tomorrow. He bought his train ticket yesterday.  **Task 7:** **Look at the notes. Correct the sentences. Write in your notebook.**  **Saturday**  Ann: play video games with Sam  Tom: go shopping with Mark  **Sunday**  Ann: watch a baseball match  Tom: attend a performance  1. Ann is watching a basketball match with Sam on Saturday. Ann isn’t watching a basketball match with Sam on Saturday. She’s playing video games with Sam.  2. Tom is playing video games on Sunday.  3. Tom and Mark are attending a performance on Saturday.  4. Ann and Sam are going shopping on Saturday.  5. Ann is attending a performance on Sunday.  ***Answer Key***  *2. Tom isn’t playing video games on Sunday. He’s attending a performance.*  *3. Tom and Mark aren’t attending a performance on Saturday. They’re going shopping.*  *4. Ann and Sam aren’t going shopping on Saturday. They’re playing video games.*  *5. Ann is not attending a performance on Sunday. She’s watching a basketball match.* |

**3. Activity 3: (5 minutes)**

**a. Objectives:** to help Ss use the grammar points in the real life situation.

**b. Content:** a plan for this weekend

**c. Expected outcome(s):** Ss can talk about their plan for this weekend

**d. Competences: c**ommunication, collaboration, critical thinking, presentation skills and creativity

**e. Organization:**

|  |  |  |
| --- | --- | --- |
| **T’s activities** | **Ss’ activities** | **Content** |
| - Give Ss time to complete the task in pairs and then check their answers around the class.  - Ask Ss to work in groups of 4 and share their ideas with their friends. | - Complete the task in pairs and then check their answers around the class.  - Work in groups of 4 and share their ideas with their friends. | ***Task 8:* Tell your partner about *what you are/aren’t doing this evening* and *what you are/aren’t going to do this weekend.***  ***Suggested Answer Key***  *I’m going to do my homework tonight. I’m not going to go out with my friends. This weekend, I’m going to go to the cinema with my brother. I’m not going to go to the beach. In the future, there aren’t going to be any books or newspapers. Everyone is going to drive electric cars.* |

**4. Guide students to learn by themselves (5 minutes)**

- Will- be going to- present continuous (with future meaning)

- Learn the rules of will- be going to- present continuous (with future meaning)

- Do exercises in the workbook (page 58)

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**Period 92.**

**UNIT 6: ENTERTAINMENT**

**Lesson 6: 6C VOCABULARY (p. 108)**

**I. Objectives (learning outcomes):**

By the end of this lesson, students will be able to:

**1. Knowledge:** Learn vocabulary about types of TV programmes/ films: *game show, science fiction, soap opera, thriller, cookery show, documentary, action/adventure, fantasy, animation/ cartoon*

**2. Core competences and language skills:**

- Express an opinion

- Build critical thinking, communication, creativity and other skills.

- Sustain communitive dialogue.

**3. Personal qualities:** Choose appropriate types of programmes or film for them

**II. Teaching aids:**

**- Teacher’s aids:** student book and teacher’s book, class CDs, IWB software, PPT/ projector/interactive whiteboard/TV (if any).

**- Students’ aids:** Student books, notebooks.

**III. Procedures:**

**A. Warm-up: (5 minutes)**

**a. Objectives:** to introduce the new lesson and set the scene for Ss to acquire new language; to get students' attention at the beginning of the class by means of enjoyable and short activities as well as to engage them in the steps that follow.

**b. Content:** types of TV programmes

**c. Expected outcomes:** Ss can brainstorm the vocabulary related to the topic

**d. Competences: c**ommunication, collaboration, analytical thinking skills

**e. Organization:**

|  |  |  |
| --- | --- | --- |
| **T’s activities** | **Ss’ activities** | **Content** |
| - Divide the class into 2 groups and ask Ss to go to the board and write the answer.  - Which group getting more correct answers will be the winners. | - Look at the pictures and go to the board and write the answer. | **Match the pictures with their names:**  1.  2.  3.  4.  5.  a. fantasy b. cartoon  c. cookery show d. game show  e. science fiction  **Answer keys:**  1. b 2. c 3. a 4. d 5. e |

**B. New lesson: (35 minutes)**

**1. Activity 1: (15 minutes)**

**a. Objectives:** to present vocabulary related to different types of TV programmes

**b. Content:** vocabulary about different types of TV programmes

**c. Expected outcomes:** Ss can remember and use the vocabulary.

**d. Competences: c**ommunication, collaboration, critical thinking skills and creativity

**e. Organization:**

|  |  |  |
| --- | --- | --- |
| **T’s activities** | **Ss’ activities** | **Content** |
| - Play the recording with pauses for Ss to repeat chorally and/or individually.  - Explain the meanings of the vocabulary if necessary  - Check Ss’ pronunciation and intonation.  - Ask Ss to work in pairs. One covers the words and points to the pictures, the other says the names of the pictures.  - Ask Ss to work in groups of 4 to make sentences.  - Monitor the class and check Ss’ answers | - Listen and repeat chorally and/or individually.  - Take notes  - Work in pairs. One covers the words and points to the pictures, the other says the names of the pictures.  - Work in groups of four and make the sentences | **Vocabulary:**  - game show:  - science fiction:  - soap opera:  - thriller:  - cookery show:  - documentary:  - action/ adventure:  - fantasy:  - animation/ cartoon:  **\*Check if they can remember the vocabulary**  **\* Choose 3 types of TV programmes and make sentences.**  Eg. My mother often watches cookery show when she has free time |

**2. Activity 2: (15 minutes)**

**a. Objectives:** to provide Ss’ functional language to express opinions

**b. Content:** discussion about TV programmes

**c. Expected outcomes:** Ss can ask and answer about TV programmes

**d. Competences: c**ommunication, collaboration, critical thinking skills and creativity

**e. Organization:**

|  |  |  |
| --- | --- | --- |
| **T’s activities** | **Ss’ activities** | **Content** |
| - Read out the ***Study skills*** box.  - Explain the task and read through the list of adjectives and explain/ elicit their meanings.  - Read out the example dialogue and then ask Ss to discuss TV programmes and films in pairs using the adjectives and following the example.  - Monitor the activity around the class. | - Read and take notes  - Listen and take notes  - Discuss TV programmes and films in pairs using the adjectives and following the example. | **Study Skill:**  **Intonation**  Use suitable intonation to show your feelings. This helps your listener understand you better.  **Task 2: Use the adjectives to discuss TV programmes and films as in the example.**  • good • great • interesting • educational • fantastic • amusing • funny   • OK • not bad  • silly • childish • awful • boring • terrible  A: What do you think of documentaries?  B: I find them boring. I prefer science-fiction films. What do you like watching?  A: I love thrillers. They’re fantastic.  ***Suggested Answer Key***  *A: What do you think of game shows?*  *B: I find them amusing. What do you like watching?*  *A: I prefer cookery shows. They’re great!*  *A: What do you think of soap operas?*  *B: I find them awful. I prefer documentaries. What do you like watching?*  *A: I love soap operas. They’re good.*  *A: What do you think of action films?*  *B: They’re not bad. I prefer fantasy films. What do you like watching?*  *A: I love animation films. They’re funny.* |

**3. Activity 3: (5 minutes)**

**a. Objectives:** to help Ss apply the lesson in a real situation and improve Ss’ imagination and creativity.

**b. Content:** the future of entertainment

**c. Expected outcomes:** Ss can talk about their opinions about the future of entertainment

**d. Competences: c**ommunication, collaboration, critical thinking, presentation skills and creativity

**e. Organization:**

|  |  |  |
| --- | --- | --- |
| **T’s activities** | **Ss’ activities** | **Content** |
| - Ss work in closed pairs to do the task.  - Elicit answers from Ss. | - Complete the task individually and then share with their partners | **Task 3: What do you think the future of entertainment will be? Discuss in pairs.**  ***Suggested Answer Key***  *People will use VR headsets to watch films. There will be digital music and digital films.* |

**4. Guide students to learn by themselves (5 minutes)**

- Vocabulary about TV programmes/ films

- Adjectives to discuss TV programmes

- Express the ideas about the future of entertainment

- Learn vocabulary about TV programmes/ films and adjectives to discuss TV programmes

- Do exercises in the workbook (page 56)

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**Period 93.**

**UNIT 6: ENTERTAINMENT**

**Lesson 7: 6D EVERYDAY ENGLISH (p. 109)**

**I. Objectives (learning outcomes):**

By the end of this lesson, students will able to:

**1. Knowledge:**

- Pronounce diphthongs /aʊ/; /aɪ/; /eɪ/; /eə/; /ɪə/ correctly

- Learn *-ing/-ed* adjectives

- Act out a dialogue choosing a TV programme/film to watch

**2. Core competences and language skills:**

- Build up communication and other skills

- Read for specific information and sustain communitive dialogue

**3. Personal qualities:** Choose relevant TV programmes to watch and follow

**II. Teaching aids:**

**- Teacher’s aids:** student book and teacher’s book, class CDs, IWB software, PPT/ projector/ interactive whiteboard /TV (if any).

**- Students’ aids:** Student books, notebooks

**III. Procedures:**

**A. Warm-up: (5 minutes)**

**a. Objectives:** to review the previous lesson and set the scene for Ss to acquire new language; to get students' attention at the beginning of the class by means of enjoyable and short activities as well as to engage them in the steps that follow.

**b. Content:** a guessing game

**c. Expected outcomes:** Ss can remember the vocabulary of the previous lesson

**d. Competences: c**ommunication, collaboration, analytical thinking skills

**e. Organization:**

|  |  |  |
| --- | --- | --- |
| **T’s activities** | **Ss’ activities** | **Content** |
| - Divide the class into 2 groups.  - Ask each group to send one student to elicit the words for their friends to guess.  - Which group has more correct answers is the winner. | - Each group send one student to elicit the words for their friends to guess.  - The others guess the words | **Guessing game:**   1. Cartoon 2. Cookery show 3. Game show 4. Documentary 5. Fantasy 6. Action |

**B. New lesson: (35 minutes)**

**1. Activity 1: (10 minutes)**

**a. Objectives:** to improve Ss’ collaboration and develop Ss’ pronunciation

**b. Content:** Choosing TV programmes

**c. Expected outcomes:** Ss can act out a dialogue about choosing TV programmes

**d. Competences: c**ommunication, collaboration, critical thinking skills and creativity

**e. Organization:**

|  |  |  |
| --- | --- | --- |
| **T’s activities** | **Ss’ activities** | **Content** |
| - Play the recording.  - Ask Ss to work in pairs- one plays the role of Steve and the other plays the one of Anna.  - Call one or two pairs to act out in front of the class. | - Listen and say what Steve and Anna choose to watch.  - Work in pairs- one plays as Steve and the other plays as Anna. | **Task 1: Choosing TV programmes:**  **Steve and Anna are trying to decide what to watch on TV. What do they choose to watch? Listen and read to find out.**  **Steve:** Anna, that new game show is on TV. Do you want to watch it? It started 5 minutes ago.  **Anna:** Not really. What else is on?  **Steve:** Well, there’s this film on – it looks like it’s a science-fiction film.  **Anna:** Oh, I know that one. It’s called *Fourth World*. Let’s watch it.  **Steve:** OK, but I want to watch a football match later.  **Anna:** What time is it on?  **Steve:** It’s at 8:00 on Channel 4. Mary and Josh are coming over to watch it, too.  **Anna:** Sounds good. I’ll get some popcorn.  ***Answer Key***  *They choose to watch a science-fiction film, and then they will watch a football match at 8:00 on Channel 4.* |

**2. Activity 2: (15 minutes)**

**a. Objectives:** to help Ss understand and use *-ing/-ed* adjectives correctly, pronounce the diphthongs correctly

**b. Content:** -ing adjectives and –ed adjectives, pronunciation

**c. Expected Outcome(s):** Ss can learn and practise *-ing/-ed* adjectives

**d. Competences: c**ommunication, collaboration, critical thinking skills and creativity

**e. Organization:**

|  |  |  |
| --- | --- | --- |
| **T’s activities** | **Ss’ activities** | **Content** |
| - Read out the ***Note!*** box and explain the difference between *-ing* and *-ed* adjectives.  - Explain the task and give Ss time to complete it.  - Check Ss’ answer | - Read and take notes  - Complete the task individually and then share with their partners | **Note!!!**  • ***-ing* adjectives** describe what something is/was like, e.g. The film was boring. *(What was the film like? Boring.)*  • ***-ed* adjectives** describe how someone feels/ felt, e.g. We were bored. *(How did we feel? Bored.)*  ***Task 2:*****Complete the gaps with *-ing* or *-ed* adjectives of the verbs in brackets.**  **1** The action film is really exciting **(excite)**.  **2** They are interested **(interest)** in watching the documentary.  **3** You’ll be disappointed **(disappoint)** by the acting.  **4** The special effects are amazing **(amaze)**. |
| - Explain what diphthongs are.  - Play the recording with pauses for Ss to listen and repeat chorally and/or individually.  - Check Ss’ pronunciation and elicit more words with the same sounds. | - Listen and take notes  - Listen and repeat chorally and/or individually. | **Pronunciation:**  - Diphthongs (sounds that combine two vowels- when pronounced sound like one)  **- Listen and repeat. Can you think of more words with these sounds? (3.19)**  Town /aʊ/  Light /aɪ/  Play /eɪ/  Hair /eə/  Deer /ɪə/ |

**3. Activity 3: (10 minutes)**

**a. Objectives:** to help Ss apply the lesson in the real situation and sustain communitive dialogue.

**b. Content:** choosing a TV programme/film to watch.

**c. Expected outcomes:** Ss can act out a dialogue choosing a TV programme/film to watch.

**d. Competences: c**ommunication, collaboration, critical thinking, presentation skills and creativity

**e. Organization:**

|  |  |  |
| --- | --- | --- |
| **T’s activities** | **Ss’ activities** | **Content** |
| - Ask Ss to take roles and act out the dialogue in closed pairs using the Internet TV guide and the dialogue in Exercise 1 as a model. Write this diagram on the board for Ss to follow.  - Monitor the activity around the class. Then ask some pairs to act out the dialogue in front of the class.  - Correct their pronunciation and intonation if necessary. | - Take roles and act out the dialogue in closed pairs.  - Practise in pairs | **Task 3:** **Act out a dialogue choosing a TV programme/film to watch. Use the online TV guide below and the dialogue in Exercise 1 as a model. Mind the sentence stress.**    ***Suggested Answer Key***  *A: Jim, your favourite sitcom is on TV. Do you want to watch it?*  *B: ‘Friends’? No, not really. What else is on?*  *A: Well, there’s this show on – it looks like it’s a fantasy show.*  *B: Oh, I know that one. It’s called ‘Magic Forest’. Let’s watch it.*  *A: OK, but I want to watch a comedy film later.*  *B: What time is it on?*  *A: It’s at 7:30 on Channel 4. Henry and Laura are coming over to watch it, too.*  *B: Don’t worry. The show will be over before it starts.*  *A: Great. I’ll go and get some snacks, then!* |

**4. Guide students to learn by themselves (5 minutes)**

- Diphthongs /aʊ/; /aɪ/; /eɪ/; /eə/; /ɪə/ correctly

- *-ing/-ed* adjectives,

- Acting out a dialogue choosing a TV programme/film to watch.

- Practise pronouncing diphthongs /aʊ/; /aɪ/; /eɪ/; /eə/; /ɪə/ correctly

- Do exercises in the workbook (page 57)

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