***Date of planning : 12 /1 / 2025***

 ***Date of teaching : 14 /1 / 2025***

Week : 19 UNIT 7: TELEVISION

Period : 56 Lesson 2: A closer look 1

**I. OBJECTIVES:**

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

- use the lexical items related to the topic *Television*;

- use the vocabulary and structures to talk about TV programmes;

- pronounce and recognize the sounds /θ/ and /ð/.

**II. LANGUAGE ANALYSIS**

**1. Knowledge:**

**\* Vocab**: comedy (n), viewer (n), performer (n), popular (adj), live (adj), boring (adj)

 **+ Pronounciation**: the sounds /θ/ and /ð/.

**\* Grammar:** Wh-question words ; conjunctions to connect clauses in compound sentences

**2. Competences:** Students pronounce correctly the sounds /θ/ and /ð/in isolation and in context; Students know some words/phrases, adjectives to describe television programmes and characters to describe TV programmes.

**3. Quality/ behavior:** To teach SS to work hard, Ss will be more aware of spending time watching TV, and choose the best programme for yourself. Ss have the good attitude to working in groups, individual work, pairwork, cooperative learning and working.

**III. MATERIALS**

**1. Teacher:** - Grade 6 textbook, Planning ( Unit 7, A closer look 2)

 - Smart TV/Pictures, sets of word cards

 - sachmem.vn

**2. Students:** Text books, notebooks, posters, ….

**3. Method:** Ask and answer ; group works; individual ……

 IV. PROCEDURES : (STAGES)

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| **\* Warm-up (5’)****\* Aim**: To activate students’ prior knowledge and vocabulary related to the topic.  To lead in the lesson about vocabulary and pronunciation. \* **Content:** *Game : Matching***(**match the names of TV programmes with suitable pictures)**\* Products:** Ss match words and pictures exactly on the goupboard.**\* Organization of implementation:** |
| **Teacher’s and Ss’activities** | **Content** |
| * Teacher divides students into 4 groups and delivers a set of 6 pictures about famous TV programmes for children.
* Teacher asks students to work in groups and match the names of TV programmes with suitable pictures.
* The fastest group will say “Bingo” and stick their work on board.
* Teacher checks the answers and gives a small gift to the winning group.

***+ Lead in:*** Teacher leads students into the lesson by telling them that “In today lesson, we are going to learn more words to talk about TV programmes. |  ***\* Matching*****\* SET OF PICTURES:*****Talent shows*** *The Voice Kids Animated films* |
| **\* Presentation (5’)** **\* Aim:** To teach students some nouns and adjectives to talk about TV programmes. \* **Content:** Vocabulary about TV programmes. **\* Products:** Read and pronounce correctly and understand the meaning of words. **\* Organization of implementation:**  |
| **Teacher’s and Ss’activities** | **Content** |
| **Pre teach vocabulary**- Teacher use different techniques to teach vocab (pictures, situation, realia)- Follow the seven steps of teaching vacab.- Repeat in chorus and individually- Copy all the words**\* Checking vocab: < Matching>** | **\* Vocabulary*** comedy (n): [picture]
* viewer (n): [picture]
* performer (n): [picture]
* popular (adj) [definition]
* live (adj) [definition]
* boring (adj) [antonym] interesting

\* Checking vocab: < Matching> |
| **\*Practice (20’)** |
| **Task 1****\* Aims:** To teach students some words/phrases related to television.\* **Content:** Write the words/phrases in the box next to the definition.**\* Products:** Students give their answers exactly .**\* Organization of implementation:** |
| **Teacher’s and Ss’activities** | **Content** |
| **Task 1: T-Ss*** Teacher asks students to read the words/phrases in the box first and see if they can remember some of them from the previous lesson.
* Teacher reminds students of the words/phrases they do not remember.
* Students read the definition and do the task.
* Teacher calls some students to give their answers.
* Teacher gives feedback and corrections (if necessary).
 | **Task 1: Write the words/phrases in the box next to the definition.** ***\* Answer key:***1. character
2. educational programme
3. comedy
4. talent show
5. viewer
 |
| **Task2****\* Aims:** To give students further practice on how to use some words/phrases in context.\* **Content:** Complete the sentences with the words/phrases in the box.**\* Products:** Ss say the correct answers ( pair work).**\* Organization of implementation**: |
| **Teacher’s and Ss’activities** | **Content** |
| **Task 2: T - Ss, Ss - Ss*** Teacher asks students to work in pairs and use the words/phrases in the box to complete the sentences.
* Students work in pairs and do the task.
* Teacher calls some pairs to share their answers with the whole class.
* Teacher gives feedback and corrections (if necessary).
 | **Task 2: Complete the sentences with the words/phrases in the box.*****\* Answer key:***1. channel
2. character
3. animated films
4. game show
5. comedies
6. viewers
 |
| **Task 3****\* Aims:** To teach students more adjectives to describe television programmes and characters\* **Content:** Complete the sentences with the adjectives in the box.**\* Products:** Student’s say correct answers in front of the class. **\* Organization of implementation:** |
| **Teacher’s and Ss’activities** | **Content** |
| ***Task 3:T-Ss, Ss-Ss***- Teacher asks students to use the given adjectives to complete the sentences. - Students work independently. - Teacher allows students to share their answers before discussing as a class. - Teacher asks some students to share the answers and gives corrections (if necessary). | **Task 3: Complete the sentences with the adjectives in the box.** ***Answer key:***1. popular
2. boring
3. cute
4. live
5. funny

6. educational |
|  **\* PRONUNCIATION (10’)** |
| **\* Aims:** To help students have concept and identify the sound /θ/ and /ð/.\* **Content:** Understand and know how to pronounce the sounds /θ/ and /ð/.**\* Products:** Students pronounce words exactly .**\* Organization of implementation:** |
| **Teacher’s and Ss’activities** | **Content** |
| **\* Presentation*****T-Ss**** Teacher introduces 2 sounds /θ/ and /ð/ to students and lets them watch a video about how to pronounce these two sounds.
* Teacher asks students to give some words they know containing these sounds.
 | **\* PRONUNCIATION*****\* Suggested answers:**** /θ/: think, thank, throw, theatre, third.

- /ð/: this, that, these, those, there, father. |
|  **Task 4****\* Aims:** To help students identify and practise the /θ/ and /ð/ sounds.\* **Content**: Listen and repeat. Underline the words with the sounds /θ/ and /ð/.**\* Products:** Students read the words exactly (work individually) **\* Organization of implementation:** |
| **Teacher’s and Ss’activities** | **Content** |
| ***Task 4:T-Ss, Ss-Ss**** Teacher asks students to read the words first as they are familiar with students.
* Teacher plays the recording and asks students to listen carefully and check if they have pronounced them correctly.
* Teacher plays the recording again. Students listen and repeat.
* Teacher calls some students to read the words individually.
 | **Task 4: Listen and repeat the words.** ***\* Audio script:***/θ/: theatre, earth, anything, both, through/ð/: there,them, neither,weather,than |
| **Task 5****\* Aims:** To help students pronounce the sounds /θ/ and /ð/ correctly in context. \* **Content:** Tongue Twister. Take turns to read the sentences quickly and correctly. **\* Products:** Students read the words exactly (work individually) **\* Organization of implementation:** |
| **Teacher’s and Ss’activities** | **Content** |
| ***Task 5:T-Ss, Ss-Ss**** Teacher allows students to work in pairs and practice reading the tongue twister: slowly at first, then faster and faster.

 - Teacher asks some students to read the - Tongue Twister aloud. | **Task 5: Tongue Twister. Take turns to read the sentences quickly and correctly.** *1. They are thinking about the weather there.****2.*** *The new theatre opens on Thursday the t hird.* |
| **\* Production (3’)**\* **Aim:** To give students a chance to apply what they have learnt.\* **Content:** Game: Tongue Twister Race.**\* Products:** Students read aloud their sentences. **\* Organization of implementation:** |
| **Teacher’s and Ss’ activities** | **Content** |
| - ***T-Ss, Ss-Ss**** Teacher writes two tongue twisters on the board and first practices the tongue twister with the students.
* Teacher lets students practice in pairs, then asks students to line up in two teams.
* Teacher lets the first team say the first tongue twister, one student at a time and see how long it takes them to say the tongue twister correctly as a team. After, write the total time taken on the board.
* Now the second team says the second tongue twister, one student at a time as quickly as they can.
* The team who says the tongue twister quicker wins.
 | **\* Game: Tongue Twister Race.*****\* Tongue Twister sentences***1. *The first thing that they think of is this.*

*2. These things finish sooner than you think* |
| **\* Homework (2’)**\* **Aim:** To revise the lesson and prepare for the next lesson.\* **Content:** Revise Vocabulary and find 5 more words with /θ/ and 5 more words with /ð/.**\* Products:** Students’ textbook and workbook**\* Organization of implementation** |
| **Teacher’s and Ss’ activities** | **Content** |
| - T reminds Ss to do homework and prepare the new lesson. | - Learn all the new words by heart.- Do exercises in the workbook.- Find 5 more words with /θ/ and 5 more words with /ð/.- Prepare lesson 3 ( A closer look 2)*..* |

**\*- Evaluation:** ……………………………………………………………………………………………………………………………………………………………………………………………………