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| **Date of planning**: 10/1/2025**Date of teaching:** 14/1/2025 **Period 55 :** **WEEK: 19** |  **UNIT 7 : TELEVISION** **GETTING STARTED**  **What’s on today?** |
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I. OBJECTIVES: \* By the end of this unit, students will be able to:

**1. Knowledge:**

- To introduce topic of the lesson *Our Tet holiday*.

- To teach listening and reading.

+ Vocabulary: - use the words related to TV programmes and people*;* **new words** *: music talent; animated films; cartoons; clever; character; channel; educational.*

 *-* To pronounce the sounds**/ θ /**and **/ð/** correctly;

+ Grammar: - use wh-question words to make questions;

 - use conjunctions to connect and clauses in compound sentences;

**2. Competences:**

+ General competence:self-studying competence; problem-solving competence; communicative language and collaboration competence, problem-solving and creative competence,

 + Professional competence knowledge: natural and social understanding competence, Communicative competence,innovative competence creativity

**-S**tudents will be able to pratice listening and reading the conversation between phong and Hung about TV programmes they like best.

**3. Quality/ behavior :-** the likes and dislikes TV programmes in their free time. Having a serious behavior toward asking and giving informations about TV programmes , game shows and characters.

**II. TEACHING AIDS:**

- Teacher: Text book, laptop, louspeaker, projector…

- Students : Text books, ….

- Work Arrangements: T-Ss , group works; individual ……

**III. PROCEDURE:**

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|  **ACTIVITY 1. WARM UP & INTRODUCTION (5’)**  |
| **a.Aims:****– To create an active atmosphere in the class before the lesson;****– To give the teacher and Ss a chance to introduce themselves;****– To lead into the new unit.****b. Content:** Review the previous leson or have somewarm-up activities to creat a friendly and relaxed atmostphere to inspire Ss to warm up to the new lesson.**c.Output:** Having a chance to speak English and focus on the topic of the lesson..**d.Organisation :**Teacher’s instructions … |
| **Teacher’s & Student’s activities** | **Content** |
| **+ Greeting** **+ Ask Ss some** - To start the lesson, write the word TELEVISION in the centre of the web and ask Ss to call out words related to the topic. - T may allow them to give Vietnamese words and ask other Ss in the class for the English equivalent. Then write in the corner of the board a list of the words Ss don't know and ask them to keep a record for later reference when the unit finishes.- T can list the words in a corner of the board.- Ask Ss to open their books to page 6 . Draw their attention to the yellow box and introduce what they are going to learn in this unit. |  |
|  **ACTIVITY 2. PRESENTATION/ NEW LESSON (12’)**  |
| **a. Aim: To set the context for the introductory text;** **- To introduce the topic of the unit.****b. Content:** Listen and read conversation to be used to the vocabulary; new grammar points.**c. Output:** Reading practice. Finding out new words; Ss become familiar with thenew language items.**d. Organisation :** ..… |
| **Teacher’s & Student’s activities** | **Content** |
| **1. Listen and read.**- To introduce the topic of the unit.- Set the context for the introductory text: Ask Ss to look at the title of the conversation and the picture. - Ask them some questions like:*What do you think they are talking about?* *Do you like watching TV? Why/ Why not?* *How many hours a day do you watch TV?**• What channel/programme do you like best?**• ...*- Encourage Ss to give their answers, but do not confirm whether their answers are right or wrong.- Play the recording twice for Ss to listen and read along. Have Ss underline the words that are related to the unit's topic while they are listening and reading.- Invite some pairs of Ss to read the dialogue aloud.- Ask Ss what exactly Phong and Hung are talking about. Now confirm the correct answer. (They are talking about their favourite TV programmes.)- Have Ss say the words in the text that they think are related to the topic Television. Quickly write the words on one part of the board.- **Quickly teach / introduce the new words** if have**\*) Teach vocabulary:**- Teacher uses different techniques to teach vocabulary (situation, realia, translation .....)+ Teacher may introduce the vocabulary by:* providing explanations of the words;
* showing picture illustrating the word.

+ Follow the steps to teach vocabulary- Repeat in chorus and individually+ Check vocabulary+ Take note.- Call on some pairs of Ss to read the conversation aloud.- Comment on Ss'answers.**- Take note**.- Copy | **1. Listen and read.**

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**\* Vocabulary**- cartoon (n) phim hoạt hình- show (n) cuôc thi, buổi biểu diễn- animated (adj) (– film) phim hoạt hình- character (n) nhân vật- channel (n) Kênh (truyền hình)- educational (adj) mang tính giáo dục…  |
| **ACTIVITY 3. PRACTICE (18’)** |
| **a. Aim: To help Ss focus on the topic of the lesson.****b. Content:** Listen and read the conversation again and choose the correct answer.**c. Output:** Understanding deeply more the content of the conversation.**d. Organisation :** Following clear instructions.. |
| **Teacher’s & Student’s activities** | **Content** |
| **2. Choose the correct answer A,B or C.**- Ask Ss to read the questions carefully and choose the correct answers. Encourage them not to look back at the conversation.- Allow Ss to work in pairs if they would like to.- Check their answers as a class. Show them where in the conversation to find the answers.- Explain the meaning of some words if necessary. Ss practise saying the sentences together.- T gives the correct answers. - Confirm the correct answers.**-T\_Ss**- Listen carefully to the instructions- Follow the teacher’s instructions - Give the answers and check. | **2. Choose the correct answer A,B or C.****\* Key:**  **1. C 2. A 3. A 4. A** |
| **a.Aim: To help Ss learn the names of some TV programmes.****b.Content:** Read and Match learn the names of TV programmes**c.Output:** Ss can match correctly and learn some TV programmes.**d.Organisation :** … |
| **3. Read the conversation again and match 1-5 with a-e.**- Encourage Ss to do this activity without looking back at the conversation. If they cannot, let them read the conversation again to find the answers.- Allow Ss to work in pairs if they would like to.- Check the answers as a class.- Allow Ss to share answers before discussing as a class. Write the correct answers on the board.- Allow Ss to share answers before discussing as a class.- T gives correct answer**-T\_Ss**- Learn how to do it- Ss to work in pairs- Compare the answers- Give the answers.- Copy them | **3. Read the conversation again and match 1-5 with a-e.**\*Key :  **1**. c  **2**. a  **3**. e **4**. b **5**. d  |
| **a.Aim: To help Ss focus on the use of adjectives to describe TV programmes and characters.****b. Content:** Listen and read the conversation and write the adjectives which describe theprogrammes**c. Output:** Ss can describe the programmes and characters.**d. Organisation :** … |
| **4. Find and write the agjectives in the conversation which describe the programmes and characters below.**- Ask Ss to work independently. Guide them to look back at the conversation and find where the names of the programmes / character appear.- Allow Ss to share their answers and discuss.- Check the answers as a classConfirm the correct answers. - Listen carefully and learn how to do.**- Work independently**- Ss do themselves. Give the answers | **4. Find and write the agjectives in the conversation which describe the programmes and characters below.****Key : 1.** interesting **2**. wonderful  **3.** clever **4**. educational |
| **ACTIVITY 4. PRODUCTION/ APPLICATION (8’)**  |
| **a.Aim: To help Ss talk about what TV programme(s) they like.****b. Content:** Interview their partners about favourite TV programmes and report them.**c. Output:** Ss can report their favourite TV programmes.**d. Organisation :**...  |
| **Teacher’s & Student’s activities** | **Content** |
| **5. Work in groups. Interview your partners about their favourite TV programmes and report to the class.**- T can demonstrate by talking about his / her favourite programme(s) first. *For example*: *I like films about animals in faraway countries like Kenya or India. They are on the Animal Planet.*- Then allow Ss some time to discuss in groups before deciding on the programmes they like.- Each group then shares their answers by reading them aloud to the class. The class votes for the group with the most interesting answers.- Go round and help if needed.- Call on some Ss to stand up and read their words. - The class listens and says if it's related to Tet or not.- Listen carefully and learn how to do.**- Group works**- Ss play game**Moral lesson : HS biết thêm nhiều về các chương trình giải trí, không xem TV quá nhiều sẽ ảnh hưởng đếnmắt….****Tích hợp: sinh học** | **5. Work in groups. Interview your partners about their favourite TV programmes and report to the class.**- Fulfil the tasks.**Example:** In our group, Mai likes sports programmes on TV. Binh likes cartoons. Minh likes news. My likes the weather forecast and Hoa likes Discovery programmes on TV. |
| **\* HOMEWORK: 2’**- Read again the conversation on page 6.- Do more exercises in workbook.- Prepare new lessons. |
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| **Date of planning**: 10/1/2025**Date of teaching:** 15/1/2025 **WEEK:19****Peroid:56** |  **UNIT 7 : TELEVISION** **Lesson 2 : A CLOSER LOOK - 1**  |

**I. OBJECTIVES: By the end of this lesson, students will be able to gain the following things:** **1. Knowledge:** - To introduce topic of the lesson *Television*. To teach/ introduce how to use the words/ phrases. Ss also learn how to pronounce the sounds **/θ /**and **/ð/** correctly.+ Vocabulary: -use the words related to TV programmes and people*: music talent; animated films; cartoons; clever; character; channel; educational* *-* To pronounce *the sounds* **/θ /**and **/ð/** correctly;+ Grammar: - Use Wh- questions - Use conjunctions to connect and clauses in compound sentences;and, but, so. **2. Competence:** + General competence:self-studying competence; problem-solving competence; communicative language and collaboration competence, problem-solving and creative competence, + Professional competence knowledge: natural and social understanding competence, Communicative competence,innovative competence creativityStudents will be able to use the words related TV programme and learn how to pronounce the sounds **/θ /**and **/ð/** correctly.To practice pronouncing these sounds.**3. Quality/ behavior :-** the likes and dislikes TV programmes in their free time. Having a serious behavior toward asking and giving informations about TV programmes , game shows and characters. **II. TEACHING AIDS:** - Teacher: Text book, laptop, louspeaker, projector… - Students : Text books, ….- Work Arrangements: T-Ss , group works; individual ……**III. PROCEDURE:**

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| **ACTIVITY 1. WARM UP & INTRODUCTION (5’)** |
| **a.Aims:** **- To create a friendly and atmosphere in the class before the lesson;** **- To lead into the unit****b. Content:** Review the previous leson or have somewarm-up activities to creat a friendly and relaxed atmostphere to inspire Ss to warm up to the new lesson.**c. Output:** Having a chance to speak English and focus on the topic of the lesson..**d. Organisation :**Teacher’s instructions... |
| **Teacher’s & Student’s activities** | **Content** |
| **+ Greeting** **+ Chatting**- Teacher **(T)** asks Ss some questions about them and class. - Brainstorm some words/ things that might be related to Television.- Ask Ss to open their book and introduce what they are going to study….**-T\_Ss**- Students **(Ss)** listen and learn how to do.- Repeat these words.- Open their book and write . |  |
| **ACTIVITY 2. PRESENTATION/ NEW LESSON (12’)** |
| **I. VOCABULRY****a.Aim: To teach Ss some words / phrases related to television.** **b. Content:** Introduce some new words related TV.**c. Output:** Learning some more new words.**d. Organisation :** ...  |
| **Teacher’s & Student’s activities** | **Content** |
| **1. Write the words/ phrases in the box next to the definition.****\*) Pre- teach vocabulary:**- Teacher uses different techniques to teach vocabulary (situation, realia, translation .....)+ Teacher may introduce the vocabulary by:* providing explanations of the words;
* showing picture illustrating the word.

+ Follow the steps to teach vocabulary- Repeat in chorus and individually+ Check vocabulary**- Take note**- Ask Ss to read the words / phrases in the box first and see if they can remember some of them from the previous lesson.- Allow Ss to refer to Listen and read if needed to remind them of the context where these words appear (except the words comedy and viewer).- Have Ss read the definitions and do the task. - Allow them to work independently or in pairs.- Check and confirm the answers. | **1. Write the words/ phrases in the box next to the definition.****\* Vocabulary****- viewer** (n) người xem**- comedy** (n) phim hài**- talent show** (n) cuộc thi tài năng (Trên TV) **- compete** (v) thi đấu**- cute** (adj) đáng yêu, dễ thương**- boring** (adj) chán**- funny** (adj) buồn cười**…****+ Take note**+ Students(Ss)listen to the instructions carefully and learn how to do the tasks.**\* Key:** **1**. character  **2**. educational programme **3**. comedy **4**. talent show  **5**. viewer |
| **ACTIVITY 3. PRACTICE (16’)** |
| **a.Aim:To give Ss further practice on using TV-show-related words / phrases in context.** **To teach Ss more adjectives to describe television programmes and characters.****b. Content:** Practice using some new words in contexts.Complete the sentences. Introduce some new words .Complete the sentences with adjectives given.**c. Output:** Ss learn how to use the words / phrases in contexts. **d. Organisation :**... …  |
| **Teacher’s & Student’s activities** | **Content** |
| **2. Complete the sentences with the words/ phrases in the box.**- Ask Ss to read the sentences carefully and choose the correct words / phrases to complete them. (One more new word: game show.)- Check their answers as a class.- T may go around to observe and offer help if necessary.- Work **individually** to do this activity- Listen carefully and learn how to do.- Follow the teacher’s instructions- Give the answers | **2. Complete the sentences with the words/ phrases in the box.****Key:** **1**. channel **2.** character **3**. animated films **4.** game show **5.** comedies **6**. viewers |
| **3. Complete the sentences with the adjectives in the box.**- Teach the new words (live with a different meaning from the one they already know, and popular). ***Suggestion:****+ popular: You play football, I play football, Nam plays football*... -> Football is popular.+ live: *The contest is NOW at the City Hall. We are at home but we can watch what is happening there like the audience at the Hall*. -> *We are watching the competition* live.- T may ask Ss to give the Vietnamese equivalent of these words.- Ask Ss to work independently or in pairs. Encourage them to read the sentences carefully and look for clues so that they can choose the right word to complete each sentence.- Check their answers as a class. - T may ask other Ss to give comments- Listen to the instructions clearly- Learn how to do it- Ss to work individually**- T\_Ss**- Ss do themselves.- Copy them**Moral lesson : HS biết thêm nhiều về các chương trình giải trí.****Tích hợp:** Civic education. | **3. Complete the sentences with the adjectives in the box.****Key:** **1**. popular **2**. boring **3**. cute **4**. live **5**. funny **6**. educational |
|  **II. PRONUNCIATION: /θ /**and **/ð/** **a.Aim: To help Ss identify how to pronounce the sounds /θ /and /ð/ and practise pronouncing these sounds.****b. Content:** Pronounce the sounds **/θ /and /ð/.****c. Output:** Ss can identify how to pronounce the sounds /θ /and /ð/ correctly.**d. Organisation :** ....  |
| **4. Listen and repeat the words.**- The ***/θ /*** and **/ð/** sounds are among the most difficult English sounds for Vietnamese Ss as we do not have them in our language. - Ask Ss to read the words first as they are all familiar with Ss.- Play the recording and ask Ss to listen carefully and check if they have pronounced them correctly.- Play the recording again. Ss listen and repeat. - Check their pronunciation by calling some Ss to read the words individually.- Correct Ss' pronunciation. - Call on some pairs to write their answers on the board before checking their answers with the whole class. | **4. Listen and repeat the words.****- T\_Ss****-** Listen to the teacher’s instructions carefully- Check the answers- Listen and repeat **\* Audio script****/θ / *:*** theatre, earth, anything, both, through**/ð/ :** there, them, neither, weather, than  |
| **ACTIVITY 4. PRODUCTION/ APPLICATION (8’)**  |
| **a.Aim: To help Ss pronounce the sounds /θ /and /ð/ correctly in context.****b. Content:** Pronounce the sounds **/θ /**and **/ð/.Tongue Twister****c. Output:** Ss can identify how to pronounce the sounds **/θ /**and **/ð/** correctly.Read sentences.**d. Organisation :** ....  |
| **Teacher’s & Student’s activities** | **Content** |
| **5. Tongue Twister. Take turns to read the sentences quickly and correctly.**- Don't take this task too seriously. It's a way to make learning pronuciation fun.- Have Ss practise reading the tongue twisters among themselves: slowly at first, then faster and faster. - Tell them to pay attention to the key words with the **/θ /**and **/ð/** sounds. - T may also turn it into a competition to see who / which group can read the twisters fast and correctly.- Go around and correct the pronunciation if needed.- Ask for some volunteers to stand up and read the poem aloud.- Comment on their pronunciation.**- T\_Ss****-** Listen to the instructions carefully then do the tasks.- Do the tasks- Listen again and reppeat - Practice the sentences. | **5. Tongue Twister. Take turns to read the sentences quickly and correctly.** |
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| **\* HOME WORK: 2’**- Ask Ss to summarise what they have learnt in the lesson.- Practice making sentences with new words - Do more exercises in workbook.- Prepare new lesson. |

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**Date of planning**: 10/1/2025

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| **Date of teaching:** 18/1/2025**WEEK:19****Peroid:57** |  **UNIT 7 : TELEVISION** **Lesson 3 : A CLOSER LOOK - 2**  |

**I.OBJECTIVES: By the end of this lesson, students will be able to gain the following things:**

**1. Knowledge:** - To teach grammar, Wh- questions. Use conjunctions to connect and clauses in compound sentences.

+ Vocabulary: - use the words related to TV programmes and people

 *-* To pronounce *the sounds* **/θ /**and **/ð /** correctly;

+ Grammar: - Use Wh- questions

 - Use conjunctions in compound sentences: and, but, so.

**2. Competence:** - Competence : + General competence:self-studying competence; problem-solving competence; communicative language and collaboration competence, problem-solving and creative competence,

 + Professional competence knowledge: natural and social understanding competence, Communicative competence,innovative competence creativity

-Students will be able to use the words related TV programme and learn how to pronounce the sounds **/θ /**and **/ð /** correctly. To practice pronouncing these sounds.

**3. Quality/ behavior :-** the likes and dislikes TV programmes in their free time. Having a serious behavior toward asking and giving information about TV programmes, game shows and characters.

**II. TEACHING AIDS:**

- Teacher: Text book, laptop, smart TV

- Students : Text books, notebook

- Work Arrangements: T-Ss , group works; individual ……

**III. PROCEDURE:**

 **Grammar**

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| **ACTIVITY 1. WARM UP & INTRODUCTION (5’)** |
| **a.Aim: To introduce the topic of the lesson .**  **Wh-questions**Ss can easily recognise these question words as they have been dealing with them in the previous lessons. So T can go straight into the teaching of this grammar point. **b. Content:** Review the previous leson or have somewarm-up activities to creat a friendly and relaxed atmostphere to inspire Ss to warm up to the new lesson.**c. Output:** Having a chance to speak English and focus on the topic of the lesson..**d. Organisation :** ..... |
| **Teacher’s & Student’s activities** | **Content** |
| \*T calls one student go to the board and read a description aloud. \*The other students try to guess what word it is. (Talk about 5 sentences.) If he works well, he will get good mark.-T gives comments.Eg: - A person who reads the news on TV. -> a newsreader |  |
| **ACTIVITY 2. PRESENTATION/ NEW LESSON ( 12’)** |
| **Grammar : Wh-questions****a.Aim:** **To remind Ss of the questions they are familiar with.****b. Content:** Teach grammar: WH- questions.**c. Output:** Ss learn how to use each kinds of questions: who, what, which, when, where, why, how, whose….**d. Organisation :** ... |
| **Teacher’s & Student’s activities** | **Content** |
| **1. Read the conversation and underline the question words.****\* Teach vocabulary:**- Teacher uses different techniques to teach vocabulary (situation, realia, translation .....) if have…- Ask Ss to read the conversation and underline the question words.- Check the answers as a class.- Demonstrate some more wh-questions with other wh-words. Ask Ss to answer to make sure that they know what information the question is requiring. For example: Who is standing in this class? How many pictures are there on the wall? etc.- Check their answers as a class. - Confirm the correct answers. - Listen carefully to the teacher’s instructions and learn how to use C and U nouns- Ss work **individually**- Do the tasks- Compare the answers.- Give the answers | **1. Read the conversation and underline the question words.**\* **Key :** **1)** What are you doing tomorrow?**2)** Where is it?**3)** How long is it on?  |
| **ACTIVITY 3. PRACTICE ( 20’)** |
| **a.Aim: To help Ss identify the functions of different question words.****b. Content:** Know how to use the functions of different question words. Do the matching.**c. Output:** Ss can learn how to use the different question words correctly.**d. Organisation :** ...… |
| **Teacher’s & Student’s activities** | **Content** |
| **2. Match each question word with the information it needs.**- Allow Ss to read and do the matching Individually or In pairs.- Check their answers as a class.- Explain if Ss have any difficulty understanding how to use the question words.- Check the answers as a class - Observe and help when and where necessary, and correct Ss'pronunciation and intonation.- Confirm the correct answers. **\* Remmember:** **Each question word is used for a specific piece of information.**- Ss **work individually**- Do the tasks- Compare the answers.- Learn how to do. | **2. Match each question word with the information it needs.****\* Key :** When – time How many – number How often – repetition What – thing Where – place Who – people Why – reason |
| **a.Aim:** **To give Ss more practice with question words.****b. Content:** Complete the conversations using the questions given.**c. Output:** Ss can do the filling correctly.**d. Organisation :** Teacher guides step by step … |
| **3. Use the question words in the box to complete the conversations. Then listen and check your answers.**- Allow Ss some time to complete the conversations. Suggest they should look at the answer in order to choose the correct question word from the box.- Play the recording. Ask Ss to listen and check their answers. Also remind them to pay attention to the tune of the wfr-questions (falling at the end).- Check their answers as a class.- Move around to offer help if needed. - Ask other Ss to give comments and correct any mistakes if possible.- Confirm the correct answers **\* Audio script:****Conversation 1**A: How often do you watch TV?B: Not very often. Two or three times a week.A: What do you watch?B: It depends. But I like talent shows the most.**Conversation 2**A: Who do you like the most in Doraemon?B: Nobita. He's so funny.**Conversation 3**A: When do you play football?B: Usually on Saturday or Sunday.A: Where do you play?B: In the yard.  | **3. Use the question words in the box to complete the conversations. Then listen and check your answers.**- Listen to the instructions clearly

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**Key:** **1**. How often, What**2**. Who**3**. When, Where  |
| **Conjunctions in compound sentences****a.Aim:** **To help Ss identify the meaning and the position of a conjunction.****b. Content:** Introduce the use of the three conjunctions: and, but, so. **Do the matching****c. Output:** Ss can use the conjunctions correctly.- Ss are expected to know the meanings as well as the use of the three conjunctions: and, but, so.- Write the examples in the **Remember!** box on the board and underline the conjunctions in the sentences.- Circle the clauses before and after the conjunction.- Draw Ss' attention that conjunctions are used to connect two clauses into a compound sentence. (e.g. I enjoy sports, **so** I spend a lot of time outdoors.)**d. Organisation :** ... … |
| **Teacher’s & Student’s activities** | **Content** |
| **\* Grammar Remember!**- We use conjunctions to combine two clauses into a compound sentence.**Example:** **-**  I like watching cartoons, **but** my brother likes watching sport.- I enjoy sports, **so** I spend a lot of time outdoor.- I’m helping decorate the house, **and** my brother is busy cooking.**4. Match the beginnings with the endings.**- Have Ss work individually or in pairs.- Ask them to read the clauses in the Beginnings column carefully and find clues in the Endings column for matching.- Check Ss' answers as a class.- Call on some Ss to read the complete sentences out loud.- Ask other Ss to give comments - Check and confirm the correct answers- Listen to the instructions carefully- Work individually.- Do themselves and Give the answers | **4. Match the beginnings with the endings.****\* Key:**  **1**. c **2**. a **3**. e **4**. b **5**. d |
| **ACTIVITY 4. FURTHER PRACTICE/APPLICATION (5’)** |
| **a.Aim:****To give Ss some practice on the use of conjunctions.****b. Content:** Further practice using and, but, so …**c. Output:** Ss can learn and understand more the use of conjunctions.**d. Organisation :** ... |
| **Teacher’s & Student’s activities** | **Content** |
| **5. Use and, but or so to complete the sentences.**- This is a more difficult task as Ss have to decide what conjunction to use for each sentence.- Remind Ss to read each sentence and decide what the relationship of the two clauses is before they choose the correct answer.- Ss work individually or in pairs. They can later exchange and check their answers.- Check their answers as a class.\* Say a question word and ask Ss to respond by making a question with it.\*Write quickly on the board some sentences with blanks for Ss to fill in using conjunctions. **\* BHGD: Biết 1 số kênh đài truyền hình.****\* Tích hơp: Civic education** | **5. Use and, but or so to complete the sentences.**\***Key:** **1**. so **2**. but **3**. so **4**. but **5**. and**E.g.**- T: *How many*- Ss: *How many students are there in our class?/How many coloured pencils do you have?***E.g** : + I'm not big,\_\_\_\_\_\_\_ I'm strong.+ She reads a lot,\_\_\_\_\_\_ she won the game show |
| **\* HOME WORK:2’**- Revise the form and use of comparative adj. - Do more exercises in workbook.- Prepatre new lessons. |
| **Date of planning**:15/1/2025 |
| **Date of teaching:** 21/1/2025**WEEK: 20****Peroid:58** |  **UNIT 7 : TELEVISION** **Lesson 4 : COMMUNICATION** |

**I. OBJECTIVES: By the end of this lesson, students will be able to gain the following things:**

**1. Knowledge**

Students will be able to:

- Ask and talk about a favorite TV programme.

- Get some famous facts relating to television around the world.

- Read about TV programmes for children.

**a. Vocabulary:** TV programmes

**b. Grammar:** Review conjunctions and question words

**2. Competences**

- By the end of the lesson Ss can develop self control and self study

- The Ss also form communication skills and team cooperation with other members.

- Ss know how to solve problems in different ways in a creative way.

**3. Quality**

- Having the serious attitude to studying and the good relationship with friends. The love of learning English, hard- working, honest, cooperative, sociable, good communication.

**II. TEACHING AIDS**

 **1. Students:** Student’s book, work book.

 **2. Teachers** Text book, Teacher’s lesson plan, pp plan, TV smart

**III. PROCEDURE:**

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| **ACTIVITY 1. WARM UP & INTRODUCTION (3’)** |
|  **Everyday English****a.Aim: To use everyday English phrases and expressions to develop their language skills.** **b. Content:** Review the previous leson or have somewarm-up activities to creat a friendly and relaxed atmostphere to inspire Ss to warm up to the new lesson.**c. Output:** Having a chance to speak English and focus on the topic of the lesson..**d. Organisation :**...… |
| **Teacher’s & Student’s activities** | **Content** |
| \*Tasks some questionsSs answer the questions\*T asks students to tell me something about the programme you saw last night.Ss tell me something about the programme*\* Questions*- What do you do in your freetime?- Do you like watching TV?- How often do you watch TV? |  |
| **ACTIVITY 2. PRESENTATION/ NEW LESSON ( 8’)** |
| **a.Aims:To introduce a sample conversation about a TV programme.****b. Content:** Asking for and giving information about TV programmes.Listen and read**c. Output:** Ss can answer some information about TV programmes correctly. Make conversations**d. Organisation :** ..… |
| **Teacher’s & Student’s activities** | **Content** |
| **1. Listen and read the conversation. Pay attention to the highlighted words.****- T\_ Ss****\*) Pre- teach vocabulary:**- Teacher uses different techniques to teach vocabulary (situation, realia, translation .....) if have .- Repeat in chorus and individually+ Take note.\*To help Ss practise asking for and giving information about TV programmes.**1**. Ask Ss to read the conversation as an example. Tell Ss that they can use what, what time, why, etc. to ask about TV programmes.**+**Ask Ss to work in pairs and practise the conversation.*+* Have Ss practise the conversations in pairs. Call on some pairs to practise the conversations in front of the class**2. Work in pairs. Make a similar conversation about your favourite TV programme.****2.** Allow Ss to work in pairs and make a similar conversation about their favourite TV programme. Encourage them to Include as many questions as possible In their conversations. Call on some pairs to act out their conversations In front of the class. Check and correct If needed- Move around to observe and provide help. **-** Have Ss practise speaking  | **1. Listen and read the conversation. Pay attention to the highlighted words.****\* Vocabulary:**- programme (n) chương trình- both cả hai- different (adj) khác nhau- enjoy (v) thích thú**Audio script**: A: What's your favourite TV programme?B: The animal programme.A: Why do you like it?B: Because I can see the animals in their real life.**2. Work in pairs. Make a similar conversation about your favourite TV programme.**- Ask Ss to work in pairs to make conversations + Complete the tasks |
|  **ACTIVITY 3. PRACTICE ( 22’)** |
| **a.Aim: To allow Ss to explore some interesting facts about TV in other countries.****b. Content:** Discussing the facts with countries and TV programmes.**c. Output:** Ss can talk about TV programme *Pokemon cartoons;* *Discovery Channel***d. Organisation :** ..… |
| **Teacher’s & Student’s activities** | **Content** |
| **3. Work in groups. Discuss and complete the facts with the countries in the box.**- Don't turn this task into a serious test of information.- Ss work in groups and help one another to find the answers / make guesses.- Call on some Ss for the answers. Remind them ofthe correct way to give their answers.**E.g**. *Pokemon cartoons are from Japan*. (They know the answer.)*We think Pokemon cartoons are from Japan*. (They make a guess.)- Confirm the answers with the whole class.**Note:***Pokemon* cartoons: Japanese television animation series, typically aimed at adults as well as children.Iceland /'aisland/: Before 1981, there was no TV in July; before 1986, there was no TV on Thursday. It is because people felt they could do without TV once a week! They wanted everyone to spend this time outdoors or with their families.*Discovery Channel:* an American pay television network. It creates the high quality content.- Check the answers as a class.- Observe and help when and where necessary, and correct Ss'pronunciation and intonation.- Confirm the correct answers. | **3. Work in groups. Discuss and complete the facts with the countries in the box.**

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**\* Key :** **1.** Japan **2.** Viet Nam **3**. Iceland **4**. the USA |
| **a.Aim:****To introduce to Ss some TV programmes for children.****b.Content:** Read and tick some TV programmesfor children.**c. Output:** Ss can tick the correct programmes by reading.**d. Organisation :** ..… |
| **4. Read about the two TV programmes and tick (**✓**) the correct programme in the table. You may tick both.** - Ask Ss to read the passages and do the task. Remind them that some facts may refer to both programmes.- Have Ss work individually or in pairs.- Check their answers as a class.- Ask them where in the text they found the answers - Check and confirm the correct answers | **4. Read about the two TV programmes and tick (**✓**) the correct programme in the table. You may tick both.** **Key** **1.** Both programmes **2**. Let's Learn**3**. Hello Fatty **4**. Let's Learn**5**. Hello Fatty |
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| **a.Aim: To allow Ss an opportunity to practise with the information from the TV programmes in** **b. Content:** Further practice about TV programmes they prefer**c. Output:** Talking about TV programmes they prefer.**d. Organisation :** ...… |
| **Teacher’s & Student’s activities** | **Content** |
| **5. Work in groups. Tell your group which programme in 4 you prefer and why?** - Allow Ss about 3 minutes to refer to 4 and choose the programme they prefer. Encourage them to focus on the reasons why they like it.- Ask Ss to work in groups and share their ideas. Each group then shares their answers with the class.- Make comments and correct any mistakes if there are any.- Choose some Ss to give a presentation to the class. | **5. Work in groups. Tell your group which programme in 4 you prefer and why?** **- T\_ Ss**- Listen to the teacher’s instructions carefully. **- Work in groups** ***Example :*** I like *Let’s learn* because it has cute characters and *fun* song. |
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| **a.Aim: To teach Ss how to read a TV guide.****b. Content:** Read the TV guide and answer the questions.**c. Output:** Ss can answer the questions correctly through TV guide.**d. Organisation :** ...… |
| **Teacher’s & Student’s activities** | **Content** |
| **1. Read the first two columns of the TV guide and answer the questions.****\*) Pre- teach vocabulary:**- Teacher uses different techniques to teach vocabulary (situation, realia, translation .....)+ Teacher may introduce the vocabulary by:* providing explanations of the words;
* showing picture illustrating the word.

+ Follow the steps to teach vocabulary- Repeat in chorus and individually+ Check vocabulary- Ask Ss to have a quick look at the TV guide and answer questions like What information do you see? (the time, the name of the programme and its content), What information comes first? What comes next? and What do you look at when you are choosing a programme to watch? This task should be done carefully as it helps do task **2.****Note**: Explain to Ss so that they can distinguish the name of the programme (e.g. Sports) and the name of the specific event / show / film, etc. on that programme (e.g. The Pig Race).- Allow Ss some time to read the TV guide and answer the questions.- Check the answers as a class. | **1. Read the first two columns of the TV guide and answer the questions.****\* Vocabulary**- plants (n) cây cảnh- compete (v) thi đấu- pet (n) con vật nuôi- intelligent (adj)thông minh- dolphin (n) cá heo- laugh (v) cười to…..**+ Take note**+ Students(Ss)listen to the instructions carefully and learn how to do the tasks.- Give the answer**\* Key** : **1**. (It's) Cuc Phuong Forest **2.** Yes, it is.**3.** It's on at 10.30 **4.** No, we can't **5**. (It's about) dolphins |
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| **a.Aim: To show Ss how to find a suitable TV programme for a person.****b. Content:** Read then write the programmes that people may choose.**c. Output:** Ss can write the programmes .**d.Organisation :** ..… |
| **Teacher’s & Student’s activities** | **Content** |
| **2. Read the TV guide in 1 and write the programmes that these people may choose to watch**- Ask Ss to read the information about each person carefully, underline the key word(s) showing what each person likes in order to help them find the answer.- Allow Ss some time to do the task individually. Ask some Ss to share their answers before checking as a class.- Check their answers as a class. - Ask ss to show the evidence to support their answers. - Check and confirm the correct answers.**- T\_ Ss**- Listen to the teacher’s instructions carefully and learn how to do.- Check the meaning of the words - Ss work individually first. - Compare the answers with partners- Give the answers | **2. Read the TV guide in 1 and write the programmes that these people may choose to watch****Key:****1**. Phong: *Children are Always Right* **2.** Bob: *The Fox Teacher***3**. Nga: *Cuc Phuong Forest*  **4.** Minh: *The Pig Race***5**. Linh: *The Dolphins*.  |
| **a.Aim: To allow Ss to talk about what they have done in Reading 2.****b. Content: *Follow up activities .*** Share the tables in 2 and and express the agreement.**c.Output:** Ss can ask and answer about the TV programme or Game Show . **d. Organisation :** ..… |
| **3. Work in groups. Share your table in 2 with your group and see if they agree with you.**- Have Ss work in groups and share their answers in 2 with the groups. Encourage other Ss to say if they agree or disagree with the answers and explain their partners' choice.- Call on some Ss to demonstrate it in front ofthe class.- Go round and offer help if necessary.- Check and confirm the correct answers | **3. Work in groups. Share your table in 2 with your group and see if they agree with you.** |
|  **ACTIVITY 4. FURTHER PRACTICE/ APPLICATION (8’)** |
| **a.Aim: To teach Ss how to talk about their favourite TV programmes.****b. Content:** Practice speaking about their favourite TV programmes, using the cues given.**c. Output:** Talking about their favourite TV programmes.**d. Organisation :** ..… |
| **Teacher’s & Student’s activities** | **Content** |
| **4. Work in groups. Tell your group about your favourite TV programme.** **Your talk should include : the name…; the channel…; the content…..; the reason …..**- Ask Ss to read the instructions carefully and allow them some time to prepare their answers.- Tell Ss that the suggested structure can help them organize their ideas.- Have Ss share their answers in groups before calling some of them to present their answers to the class. - Correct any mistakes later.- Encourage them to give as many ideas as possible. - Ask them to share their ideas in pairs before calling some Ss to present in front of the class.- Then give feedback: comment on their strengths and correct a few errors in the target language.- T helps if necessary**\* BHGD: Biết chọn chương trình phù hợp lứa tuổi và phải sắp xếp thời gian hơp lí cho việc thư giản giải trí mà không ảnh hưởng đến việc học.****\* Tích hơp: GDCD** | **4. Work in groups. Tell your group about your favourite TV programme.**  **Example:****A*.*** *My favourite programme is……* *- It’s on ……………….at 4.30 .**- It’s about …………...**- I like it because it is* *……………* |
| **\* HOME WORK:4’**\* Have Ss summarise: What they have learnt in the lesson with the two skills;- What words / phrases / sentences for describing television they can remember;- How to talk about a TV programme they like.- Do more exercises in workbook.- Prepare new lesson. **Skills 2** |

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| **Date of planning**: 15/1/2025**Date of teaching:** 22/1/2025**WEEK:20****Peroid :59** |  **UNIT 7 : TELEVISION** **Lesson 6 : SKILLS-2/ Listening and Writing** |

**I. OBJECTIVES: By the end of this lesson, students will be able to gain the following things :**

**1. Knowledge:**

- To teach listening and writing. To develop their listening skill for specific information. Also to write a paragragh about TV- watching habits

+ Vocabulary: - use the words related to TV programmes and people

+ Grammar: - Use Wh- questions

 - Use conjunctions in compound sentences: and, but, so.

**2. Competence:** - Competence : + General competence:self-studying competence; problem-solving competence; communicative language and collaboration competence, problem-solving and creative competence,

 + Professional competence knowledge: natural and social understanding competence, Communicative competence,innovative competence creativity

-Students will be able to pratice listening for specific information. and write a paragragh about TV- watching habits .

**3. Quality/ behavior :-** the likes and dislikes TV programmes in their free time. Having a serious behavior toward asking and giving informations about TV programmes , game shows and characters.

**II. TEACHING AIDS:**

- Teacher: Text book, laptop, louspeaker, projector…

- Students : Text books, studying equipments….

- Work Arrangements: T-Ss , group works; individual ……

**III. PROCEDURE:**

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| **ACTIVITY 1. WARM UP & INTRODUCTION (5’)** |
| **a.Aims:****- To develop student’s listening skills for specific information. It also provides input for the writing skills.** **b. Content:** Review the previous leson or have somewarm-up activities to creat a friendly and relaxed atmostphere to inspire Ss to warm up to the new lesson.**c. Output:** Having a chance to speak English and focus on the topic of the lesson..**d. Organisation :**...… |
| **Teacher’s & Student’s activities** | **Content** |
| \*T asks some questionsSs answer the questions\*T introduces the lesson “**Chatting”**1. Do you like watching TV?2. How many hours a day do you watch TV?3. Do you watch TV when you are eating? learning lessons?4. What kind of programme do you watch most?5. Do you leave your TV on when you are not watching it? |  |
| **ACTIVITY 2. PRESENTATION/ NEW LESSON ( 10’)** |
| **Pre-listening** **a.Aim: To help Ss develop their skill of listening for specific information.****b. Content:** Listen and tick correct channel for each programme.**c. Output:** Ss can tick the channels correctly by listening twice. **d. Organisation :** ... |
| **Teacher’s & Student’s activities** | **Content** |
| **1. Listen and tick (**✓**) the correct channel for each programme.****\*) Pre- teach vocabulary:**- Teacher uses different techniques to teach vocabulary (situation, realia, translation .....) If have .+ Follow the steps to teach vocabulary- Repeat in chorus and individually**\*** Allow Ss some time to read the programmes in the table.- Ask them to focus only on the information they need: the channel- Play the recording. Ss listen and tick.- Check the answers as a class.- Play the recording one or two times (as needed) and askSs to tick the answers. Check their answers as a class.- Play the recording again if needed, stopping at the place where Ss find it difficult to hear. - Confirm the answers. | **1. Listen and tick (**✓**) the correct channel for each programme.****Key:** |
| **ACTIVITY 3. While-listening ( 18’)**  |
| **a.Aim:** **To help Ss develop their listening skill for specific information.****b. Content:** Listen again to get specific information and tick T/F**c. Output:** Ss can tick T/F correctly through listening. Telling freely.**d. Organisation :** ..… |
| **Teacher’s & Student’s activities** | **Content** |
| **2. Listen again and tick (**✓**) T (true) or F (False)**- This activity requires Ss to listen more carefully for details.- Allow Ss some time to read the statements first and see if they can answer any of them based on the previous listening.- Draw Ss' attention to the fact that almost all the questions start with the names of the programmes. They are signals that the answers are coming.- Play the recording. Ss listen and tick.- Check their answers as a class. If Ss have difficulty catching the information, determining their answers, pause the recording after each sentence where the information appears.- Check and confirm the correct answers.**\*Post-listening**\* T may give some clues- Call on some Ss to speak freely.- Correct pronunciations, grammar, vocab, intonation. | **2. Listen again and tick (**✓**) T (true) or F (False)****Key:**  **1.** T **2**. F **3**. T **4**. F ***Audio script:****Here are some interesting TV programmes for you. Green Summer, a music programme, is on channel 1. It starts at eight o'clock. My Childhood is on channel 2. It's the story of a country boy and his dog Billy. On channel 3, you will watch Harry Potter at 8.30. Children all over the world love this film. If you like to learn English, you can go to English and Fun on channel 1. It's at nine o'clock. We hope you can choose a programme for yourself. Enjoy and have a great time.* |
| **Writing****a.Aim:****To guide and prepare Ss with information for their writing in 4.****b. Content:** Read and circle the right answer to get information for the next writing**c. Output:** Ss read and choose the correct answer.**d. Organisation :** ..… |
| **3. Read the questions and circle the right answers for yourself**- Ss have to answer a questionnaire about TV-watching habits.- Let Ss read the questions and choose the most appropriate answers for themselves | **3. Read the questions and circle the right answers for yourself** |
|  **ACTIVITY 4. PRODUCTION/ APPLLICATION (10’)** |
| **a.Aim:To guide Ss how to write a paragraph about TV-watching habits.****b. Content:** Write a paragraph about TV- viewing habits. **c. Output:** Ss can write a paragraph completely.**d. Organisation :** ..… |
| **Teacher’s & Student’s activities** | **Content** |
| **4. Write a paragragh of about 50 words about your TV-riewing habits. Use your answer in 3.**- Have Ss work individually. Ask them to refer to the questions and their answers in 3 while they are writing. These questions are a very good guide of how to form a sentence and what information they need to complete the sentence.- Go round and offer help if needed.- If time allows, ask some Ss to share their writing with the class. If not, collect some Ss' writings to correct at home.**Note:** Tell Ss that the information in the questions in 3 has been arranged in a logical order and they can organise their writing by referring to their answers one after another.- Ask Ss to write the first draft individually. **\* Post writing**- T may display all or some of the Ss' writings on the wall / notice board. T and other Ss give comments. Ss edit and revise their writing as homework. - If time is limited,T may ask Ss to write the final version at home.- Other Ss and T comment on the writing. **\* BHGD: Rèn luyện thói quen tốt khi em TV và phải sắp xếp thời gian hơp lí cho việc thư giản giải trí mà không ảnh hưởng đến việc học.****\* Tích hơp: GDCD** | **4. Write a paragragh of about 50 words about your TV-riewing habits. Use your answer in 3.****C:\Users\MyPC\Desktop\TV.png****\*Sample answer** *I like watching TV, about one hour a day. I only watch TV in the evening. During the day, I go to school.* *On Saturday and Sunday, I watch more. Sometimes I watch TV when I'm eating, but I never watch TV when I'm studying. I watch Science programme the most. It has interesting educational programmes for children*.**\* Write a short paragraph about your favourite TV programme.** *My favourite TV programme is the game show: Children are Always Right on VTV 3 at 8.30 pm on Saturday. It tests your general knowledge about nature, science..... . I like this programme very much because it is useful, interesting, and exciting. I can learn many interesting facts about the nature, and the world.* |
| **\* HOME WORK:2’**- Finish writing a diary entry. Copy in the note books. - Do more exercises in workbook.- Prepare new lesson. **=========================**  |

**Date of planning**: 15/1/2025

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| **Date of teaching:4**/2 /2025**WEEK: 20** **Peroid :60** | **UNIT 7 : TELEVISION****Lesson 7 : LOOKING BACK AND PROJECT** |

**I. OBJECTIVES: By the end of this lesson, students will be able to gain the following things :**

**1. Knowledge:**

- To help Ss consolidate and apply what they have learnt in the unit. Ss can evaluate their performance and provide further practice. Do some practice exercises. Project helps Ss improve their abilities to work individually and in a team. It extends their imagination in field related to the unit topic

+ Vocabulary: - use the words related to TV programmes and people

+ Grammar: - Use Wh- questions

 - Use conjunctions in compound sentences: and, but, so.

**2. Competence:** + General competence: self-studying competence; problem-solving competence; communicative language and collaboration competence, problem-solving and creative competence,

 + Professional competence knowledge: natural and social understanding competence, Communicative competence, innovative competence creativity

-Students will be able to To help Ss consolidate and apply what they have learnt in the unit. Do practice exercises. Ss can evaluate their performance and provide further practice. Project helps Ss improve their abilities to work individually and in a team. It extends their imagination in field related to the unit topic

**3. Quality/ behavior:-** the likes and dislikes TV programmes in their free time. Having a serious behavior toward asking and giving informations about TV programmes , game shows and characters.

**II. TEACHING AIDS:**

- Teacher: Text book, laptop, smart TV

- Students: Text books, studying equipments, ….

- Work Arrangements: T-Ss ; group works; individual ……

**III. PROCEDURE:**

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| **ACTIVITY 1. WARM UP & INTRODUCTION (5’)** |
| **a.Aims:****-** *This is the review and drill section of the unit. Encourage Ss not to refer back to the unit pages.* *Instead they can use what they have learnt during the unit to help them answer the questions.* *- That will help you and your Ss see how far they have progressed, and which areas need further practice.* - Encourage Ss to review and drill section of the unit. **b. Content:** Review the previous leson or have somewarm-up activities to creat a friendly and relaxed atmostphere to inspire Ss to warm up to the new lesson.**c. Output:** Having a chance to speak English and focus on the topic of the lesson..**d. Organisation :**Teacher’s instructions… |
| **Teacher’s & Student’s activities** | **Content** |
| **+ Groupwork**\* Have Ss work in 2 teams.\* Ss write as many words as possible- Correct the mistakes  | “**Brainstorming”**TV viewerGame show Cartoon |
|  **ACTIVITY 2. PRESENTATION/ NEW LESSON(10’)** |
| **a. Aim :****To help Ss revise the vocabulary about television**.**b. Content:** Revise the vocabulary items by putting the words in the correct column.**c. Output:** Ss can put the words about TV in the correct column.**d. Organisation :**  |
| **Teacher’s & Student’s activities** | **Content** |
| **1. Put the words in the box in the correct column. Add more words if you can.**- Ask Ss to do the task individually.- Allow Ss some time to read the list of the words and write them in the correct place in the table.- Have Ss swap their answers to double check.- Call on some Ss to read aloud their answers before checking them as a class.- Have Ss do exercise individually and then compare their answers. - Check and confirm the correct answers | **1. Put the words in the box in the correct column. Add more words if you can.****\* Key:**  |
| **ACTIVITY 3. PRACTICE: (15’)****a.Aim:** **To help Ss revise the vocabulary about television in context.****b. Content:** Complete the text by using the words given**c. Output:** Ss can complete the text correctly using the words given**d. Organisation :** ... |
| **2. Use the words in the box to complete the text.**- This activity is for the revision of the vocabulary in a contextualized situation. Ss have to be able to recognise the relationship of the target words and their neighbours, the context in which they appear.- Ask Ss to do the task individually.- Have Ss swap their answers to double check.- Call on some Ss to read aloud their answers before checking them as a class.- Observe and help when and where necessary, and correct Ss'pronunciation and intonation.- Check the answers as a class. | **2. Use the words in the box to complete the text.****\* Key:****1**. viewers **2**. animal **3**. sports **4**. funny **5**. educational |
| **Grammar****a.Aim:****To help Ss revise the use of question words.****b. Content:** Revise the use of Wh- questions. Complete each sentences.**c.Output:** Ss can complete the sentences to revise the use of Wh- questions.**d. Organisation :** ..…. |
| **Teacher’s & Student’s activities** | **Content** |
| **3. Complete each question with a suitale question word.**- Ask Ss to look at the answers and underline the missing information from the questions so that they can decide which question words to use.- Let Ss do the exercise individually and then compare their answers. - Go round and offer help if needed.- Check and confirm the correct answers. | **3. Complete each question with a suitale question word.****Suggested answers:****1**. How many **2**. What **3**. Why **4.** Who  **5.** How many |
| **ACTIVITY 4. PRODUCTION/ APPLICATION (10’)****a.Aim: To help Ss revise the use of conjunctions.** **b. Content:** Use The conjunctions to connect the sentences.**c. Output:** Ss can complete the connect the sentences correctly.**d. Organisation :** ..…. |
| **4. Use the conjunctions provided to connect the sentences.**- Ask Ss to read the two sentences in each question and use the conjunctions provided to connect them.- Check their answers as a class.**Note:** Note that in most sentences, the conjunctions are used to replace the full stop and connect the two sentences. Only in Question 4 do Ss have to use *Although* at the beginning.- Check and confirm the correct answers.**\* BHGD: study hard the knowledge they have learned.****\* Tích hơp:GDCD** | **4. Use the conjunctions provided to connect the sentences.** **- T\_ Ss**- Do the tasks- Check the answers- Give the answers\* **Key:****1***. Ocean Life* is on at 7.30, and Laughing out Loud comes next at 8.00.**2.** I like *The Seven Kitties* very much, so I watch it every day.**3**. *BBC One* is a British channel, but VTV6 is a Vietnamese channel.**4.** *Along the Coast* is a famous TV series, but I don't like it.**5.** I have a lot of homework tonight, so I can't watch *Eight Feet Below.* |
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| **\* HOME WORK: 5’**- Do more exercises in workbook.- Make more sentences using Wh- questions |

- The next lesson: Unit 8. Getting started. |