**LESSON PLAN**

**THE HARMFUL EFFECTS OF WATCHING TELEVISION**

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| **Slide** | **Aims** | **Teacher** | | | **Students** | |
| **Action** | **Suggestions** | **Timing** | **Performance** | **Timing** |
| **Introduction (7 minutes)** | To let students get to know each other and their teacher | Teacher: - reveals some information about him/herself. - asks all students introduce themselves based on the information in the slide | Welcome class! My name is.. I’m … years old and I’m your teacher for this class. Now I would like you guys to take turn and introduce yourself using the following information.  Name Age Job The place you live Hobby | **40 seconds** | Introduce yourself using the following information.  Name  Age  Job  The place you live  Hobby | **1 minute/student** |
| To introduce the lesson | - Teacher introduces the lesson | The topic for the lesson today is: **The harmful effects of watching television** and I hope after today’s lesson you will be able to express your ideas related to the topic fluently. | **20 seconds** |  |  |
| **Class rule (30 seconds)** | To let students understand the class rules | - Teacher reads three rules and makes sure the students understand all those rules. | Before starting today's lesson, here are three rules I want you guys to follow:  - Use English only - Practice speaking on a topic under the guidance of the teacher - Don’t do personal things in the class | **30 seconds** | Listen and follow the class rules |  |
| **Teacher - Student (16 minutes)** | To let students review the previous lesson and express their ideas about the topic with their teacher. | Question 1: Teacher explains the game, extend to the students some sentences using these words. | Vocabulary game: In 30 seconds, list as many words and phrases related to the topic: **“The harmful effects of watching television.**” as possible. But remember that your words must be different from others’.  **The teacher can suggest some aspects related to** t**he harmful effects of watching television: eyes, stress, time, waste, violence, actions, react, imitate…** | **1 minute** |  | **1 minute/student** |
| Question 2: Teachers  - asks all students in the class and know when to stop the student when they go off topic. | **What are the most famous TV programs in your country? Do you think that television makes people lazy?**  **Suggestions:**   * **The voice** * **Vietnam/ Thailand got talent** * **Hidden singer** * **The X-factor** * **The News** * **I don't think the TV make people lazy. There are many TV shows which increase our knowledge. Some TV shows like Quiz Contest or reality shows for example “Vietnam Idol” and 'the X- factor” give a chance to show the talent.** * **I think that watching TV can get people lazy.** **It makes them addicted.** | **1 minute** | Students will present, recounted experiences related to the topic (from 3 to 5 sentences) to apply the vocabulary, structures they have learned. | **1 minute/student** |
| Teacher fixes grammatical mistakes arise for students. | You will correct mistakes (grammar, vocabulary, pronunciation) which related to topic. | **2 minutes** | Listen and take note of teacher’s comments. |  |
| **Student - Student (21 minutes)** | To let students express their ideas relating to the current also the previous topics | Question 3: Teacher: - Lets students work in pairs  - Stops students politely when they speak more than the allowed amount of time. - Gives suggestions if necessary (write in chat box). | Ok let's start with question 3: you guys will work in pairs. **“The television is often blamed for children's bad behavior or for generating violence in society. What is your opinion on this? Have your parents ever stopped you from watching TV?”**  => In case students do not have experience of the situation, the teacher can give some suggestions:   * **I agree. I think, television programs need to be less violent and more family- oriented.** * **In my opinion, television harms children more than helps them. Television in a way makes children lazy as they sit in front of it doing nothing and usually they gain less from television than from books.** * **I disagree. TV also has both positive and negative tendencies. If we use TV in a proper way, it is like a guider; as we have got some good channels such as “Discovery”,** **“National Geographic” which talk about the amazing discoveries.** | **45 seconds** | Have a short conversation with a partner. | **1 minute 30 seconds /student** |
| - Corrects most common mistakes |  | **45 seconds** | Listen and take note of teacher’s comments. |  |
| Question 4: Role-play: students will apply the knowledge they have learned from the previous lesson to practice and act in the context. Teacher: - Explains the situation. - Lets student practice with their partner/classmate. - Gives suggestions if necessary - Corrects most common mistakes | In the last question, you guys will also work in pairs. Let’s choose one role and act it out with your partner in 3 minutes. - Read the situation for students - Let two students talk with each other  **Suggestions:**   * **Why do you spend too much time on TV? It’s not good at all.** * **I rarely watch TV. I think it’s boring.** * **You are wasting your time. Go outside.** * **You should take part in more outdoor activities.** * **I need to watch the news.** * **I learn many new things** * **I use TV for good purposes.** * **I don’t watch movies, only documentaries.** | **1 minute 30 seconds** | Summarize what you have learnt in last lessons | **1 minute 30 seconds /student** |
| **Wrap-up**  **(30 seconds)** | Put things together | Let students have an overview of the aspects related to the topic they have discussed. | *- So, in today’s lesson, we have discussed …*  *- Finally, I kindly request you guys to open the Outline and click on the link on page 5 to practice more at home.*  Link:  <https://lmsvo.topicanative.edu.vn/u/login/?next=/activities/lesson/by-resource/5936c5e21ce68543b8675c34/> | **30 seconds** | Listen to teacher. |  |