**Lesson plan: TALKING ABOUT TELEVISION**

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| **Slide** | **Aims** | **Teacher** | | | **Students** | |
| **Action** | **Suggestions** | **Timing** | **Performance** | **Timing** |
| **Introduction (6 minutes)** | To let students get to know each other and their teacher | Teacher: - reveals some information about him/herself. - asks all students to introduce themselves using the suggestions 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:  - Nice to meet all of you! During the lesson, if you have any questions, please let me know. Thank you! | 50 seconds | - Introduce yourself using the following information. | 45 seconds/student |
| To introduce the lesson | - Teacher introduces the topic of today’s lesson | Today we will have a discussion about **Talking about television**  - I hope after today’s lesson you will be able to communicate more confidently when you are in this kind of context. | 30 seconds |  |  |
| **Class rules (1 minute)** | To let students understand the class rules | - Teacher reads the rules for students | Before starting today's lesson, here are three rules I want you guys to follow:  … | 1 minute |  |  |
| **Teacher - Student (15 minutes)** | To let students practice structures they have learned in LS classes and express their ideas about the topic with the teacher. | Question 1: Teacher:- explains the game,  - gives students some new words. | 1. **Vocabulary game: Fill in the blanks to complete the words.**   **Answers:**  **REPAIR**  **NEWS**  **CHANNEL**  **HARMFUL**  **WATCH**  **MUCH**  - Congratulations on the winner. | 1 minute |  | 1 minute/student |
| Question 2: Teacher: - asks all students in the class to answer  - knows when to stop students when they go off topic.  - uses suggestions in brackets to train students to speak one short paragraph. | And here is the question number 2: **Could you live without TV for a week? Why/why not?**  **Suggestions:**   * **I don’t need a TV and I don't even have a smartphone. That's no big deal. I like living with people.** * **I guess I could live for a week without TV, but it might be hard. I love watching news and movies.** | 1 minute | Each student talks 3-5 sentences | 1 minute/student |
| - Fixes common grammatical mistakes arise for students. | After listening to your talks, I could see some common mistakes that you need to correct it and now I will correct them | 1 minute | Listen and take note of teacher’s comments. |  |
| **Student - Student (21 minutes)** | To let students express their ideas relating to the current and the previous contexts | 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). | 1. Ok let's start with question 3: you guys will work in pairs.   **Discuss with your partner some positive and negative effects that television has on people.**  => If in the case of students do not have experience of the situation, the teacher can give suggestions:  **Positive effects:**   * **It is a powerful and effective learning tool.** * **It gives knowledge about science, technology, geography, etc.**   **Negative effects:**   * **Watching too much TV leads to eyestrain, mental stress, obesity,…** * **Waste of time** | 45 seconds | Have a short conversation with a partner. | 1 minute 30 seconds /student |
| - Corrects most common mistakes | Instead of using “..” , you can say “..” | 45 seconds | Listen and take note of teacher’s comments. |  |
| Question 4: Role-play:  Teacher: - Explains the situation. - Lets student practice with their partner - 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  **A: Talk with your son about some harmful effects of watching too much television.**  **B: You are student A's son. Talk with him/her.**  **A:**   * **Sam, how long have you been sitting here watching TV?** * **Did you know watching too much TV is not good for your health?** * **Well, watching TV can make you overweight because you eat too many snacks and don't move around enough.** * **Yes. It can also lead to obesity and bad eyesight.**   **B:**   * **About 4 hours.** * **Really? How is watching TV not good for my health?** * **Wow. Are there any other bad effects?** * **I never thought watching too much TV could lead to so many health problems. I think I will watch less TV from now on.**   You will have a conversation **about television.**  Remember to use the structures and words that you have learnt in previous lessons.  Teacher can suggest students some structures to ask and answer:  - | 1 minute 30 seconds | Summarize what you have learnt in last lessons to practice with a partner | 1 minute 30 seconds /student |
| **Wrap-up**  **2 minutes** | To let students understand what they learnt after the lesson | - Summarize the knowledge learnt in the lesson;  - Remind students to do homework. | - Today you guys did pretty great job in using structures in last lessons  - Finally, I kindly request you guys to open the Outline and click on the link on page 5 to practice more at home.  Link Vietnam:  <https://lmsvo.topicanative.edu.vn/u/login/?next=/activities/lesson/by-resource/59480b491ce6853a8080e647/>  Link Thailand: http://homework.topicanative.edu.vn/local/lemanager/index.php  .. | 2 minutes |  |  |