**Lesson plan: TALKING ABOUT TELEVISION**

**BUYING A 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 **Buying a 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. | **Vocabulary game: Fill in the blanks to complete the words.**  **Answers:**  **SHOULD**  **SCREEN**  **SIZE**  **SPACE**  **CONNECTION**  **SMART**  **SUGGEST**  **FUNCTION**  - 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: **How many TVs do you have in your house? What brands are they?**  **Suggestions:**   * **I have two TVs in my house. They are both produced by Sony. I intend to buy one more television to put in my kitchen.** * **I have one television in my house. I rarely use it. I can’t remember what its brand is but it works quite well.** * **I have no TV. I use my computer and the Internet to watch movies and news. I’m saving money so I don’t want to spend much money on buying a TV.** | 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 what to consider when buying a television.**    => If in the case of students do not have experience of the situation, the teacher can give suggestions:   * **What is the panel resolution of the TV?** * **What are the capabilities of the TV software** **(smart/connected, USB media player, network media player/DLNA/UPnP, USB PVR/DTR)?** * **Color quality** * **Black tone and contrast ratio** * **Price and guarantee** | 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: You want to buy a new television. Talk with your friend about it.**  **B: You are student A’s friend. Talk with him/her.**  **A:**   * **I want to buy a new television. Do you have any suggestions?** * **Around $1,000. What size do you think I should buy?** * **I'm not sure about that yet. And what brand should I choose?** * **Okay. Should I be thinking about its HDMI, USB and Wi-Fi connections?**   **B:**   * **It depends on your budget. How much are you willing to spend?** * **It depends on where you want to put it. If the space is tight, a big TV won’t fit.** * **I'm not sure, but most people buy one of four major brands - LG, Samsung, Sony or Panasonic.** * **Yes, of course.**   You will have a conversation **about buying a 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  - In pronunciation part, you have understood the difference between /s/ and /ʃ/  - Finally, I kindly request you guys to open the Outline and click on the link on page 6 to practice more at home.  Link Vietnam:  <https://lmsvo.topicanative.edu.vn/u/login/?next=/activities/lesson/by-resource/5953fa421ce68524f28d0086/>  Link Thailand: http://homework.topicanative.edu.vn/local/lemanager/index.php | 2 minutes |  |  |