**Lesson plan: TALKING ABOUT TELEVISION**

**HOW OFTEN DO YOU WATCH TV?**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **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 **How often do you watch TV?**  - 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:**  Each student tries to pronounce correctly all the words below.  **Answers:**  **Drama /ˈdrɑːmə/**  **Page /peɪdʒ/**  **Change /tʃeɪndʒ/**  **Bed /bed/**  **Documentary /ˌdɑːkjuˈmentri/**  **Job /dʒɑːb/**  **Discovery /dɪˈskʌvəri/**  **College /dɪˈskʌvəri/**  - 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 often do you watch TV? What do you like to watch?**  **Suggestions:**   * **I watch TV every day. I love watching cartoons, movies.** * **I watch TV about 20 minutes a day. I love watching sports events,…** * **I don’t watch TV because I think it wastes time and makes me lazy.** | 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). | Ok let's start with question 3: you guys will work in pairs.  **Discuss with your partner the question: What would you do if your children watched too much TV?**  => If in the case of students do not have experience of the situation, the teacher can give suggestions:   * **Tell them some harmful effects of watching TV too much.** * **Encourage other activities.** * **Play with your kids.** * **Remove your TV.** | 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 friend about watching TV.**  **B: You are student A’s friend. Talk with him/her.**  **A:**   * **What are you doing this evening?** * **Oh, you like watching TV series?** * **What is your most favorite TV series?** * **Me too. I spend most of my free time watching it.** * **Sounds great.**   **B:**   * **Well, I am watching some TV series this evening.** * **Yes. I could spend hours watching them.** * **It’s Grey's Anatomy. I love it so much. I've never missed an episode.** * **Really? Would you like to watch it together sometime?**   You will have a conversation **about how often you watch TV.**  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 /d/ and /ʤ/  - 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/5953a8e81ce68524f78d00da/>  Link Thailand: http://homework.topicanative.edu.vn/local/lemanager/index.php | 2 minutes |  |  |