

LESSON PLAN

Grade: 7

Unit: 5-Television

| FUNCTIONS& USEFUL LANGUAGE: | LANGUAGE SKILLS & OUTCOMES: |
|--|---|
| <p>Describing what people do regularly I never/sometimes/often/usually/always watch football matches at weekends. I can't wait for it.</p> <p>Expressing preferences I prefer movies to TV series. S/he prefers talk shows to reality shows. My favorite TV program is ...</p> <p>Stating personal opinions Talk shows are usually amusing, but I think reality shows are pretty boring.</p> <p>Talking about past events Did you watch the wildlife documentary last night? —I watched it last night, and it was fantastic.</p> | <p>Listening E7.5.L1. Students will be able to understand simple oral texts about daily routines and preferences.</p> <p>Spoken Interaction E7.5.SI1. Students will be able to ask questions about preferences of other people. E7.5.SI2. Students will be able to talk about past events and personal experiences.</p> <p>Spoken Production E7.5.SP1. Students will be able to state their preferences. E7.5.SP2. Students will be able to describe past events in a simple way.</p> <p>Reading E7.5.R1. Students will be able to understand simple texts about daily routines and preferences. E7.5.R2. Students will be able to understand simple texts about past events.</p> <p>Writing E7.5.W1. Students will be able to write pieces about daily routines and preferences.</p> |
| TESTING & EVALUATION | |
| <p>Listening Different variations of matching (...the sentences with paragraphs ... pictures with the sentences, etc.), Discriminating between phonemes, Identifying interlocutors' intentions and implicatures, Listen and perform/complete an action (E.g.: Listen and draw/paint, listen and match, listen and put the correct order, listen and spot the mistake, etc.), Listen and tick (the words, the themes, the situations or events, the people, etc.), Omitting the irrelevant information, Putting into order/reordering, Recognizing phonemic variations, Selective listening for morphological structure and affixation, True/False/No information, Understanding overall meaning and supporting details, recognizing specific information, Questions and answers.</p> <p>Speaking Collaborative or singular drama performances (Simulations, Role-plays, Side-coaching), Debates, Group or pair discussions, describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, Reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc.</p> <p>Reading Different variations of matching (...the sentences with paragraphs, ... pictures with the sentences, etc.), Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action (E.g.: Read and guess the meaning of lexemes, Read and draw/paint, Read and solve the riddle), Solving a puzzle, Spotting text mechanics (reference, substitution, various types ellipses), True/False/No information, Transferring the text to a table/chart (Information transfer), Understanding the author's intention, Questions and answers.</p> <p>Writing Describing a picture/visual/video, etc., Filling in a form (hotel check in form, job application form, etc.), Note taking/making, Preparing an outline, Preparing a list (shopping list, a to-do list, etc.), Reporting a table or a chart, Rephrasing, Rewriting, Writing short notes, entries and responses, Writing a paragraph/e-mail/journal entry/etc., Writing a topic sentence/ thesis statement.</p> | |

17th Week: 6-10 January Time: 40+40+40+40

Lesson 1: Introduction to TV Program Preferences

- **Objective:** Identify different types of TV programs and discuss personal preferences.

WARM UP

Read the questions and tick the correct choice for yourself. (Page 60)

• Instructions:

1. Distribute the questions to students and ask them to read and tick their preferences.
2. Have students discuss their choices with a partner to practice speaking and listening skills.
3. Facilitate a class discussion to encourage students to share their answers and reasons for their preferences.

A. Listening & Writing

A1. Match the types of TV programs with the pictures. (Page 60)

- **Instructions:**

1. Show students pictures of different TV programs and ask them to match each picture with the correct type of program.
2. Pair students to compare their matches and discuss any discrepancies.
3. Review the correct answers as a class, prompting students to explain their choices.

Lesson 2: Listening Comprehension and Information Gathering

- **Objective:** Develop listening skills and practice filling in missing information.

A2. Listen to the speakers and tick the program types in activity A1. (Page 60)

- **Instructions:**

1. Play the audio and ask students to listen carefully and tick the program types they hear from Activity A1.
2. Allow students to listen twice and compare their answers with a partner.
3. Review the correct answers as a class, encouraging students to explain their choices.

A3. Listen to the speakers again. Answer the questions and complete the chart. (Page 61)

- **Instructions:**

1. Play the audio again and ask students to answer the questions and fill in the missing information on the chart.
2. Encourage students to discuss their answers with a partner to ensure comprehension.
3. Facilitate a class discussion, reviewing the answers and asking students to justify their choices.

Lesson 3: Writing Personal Preferences

- **Objective:** Practice writing sentences to describe daily routines and TV preferences.

A4. Fill in the chart with the information about yourself. (Page 61)

- **Instructions:**

1. Ask students to fill in the chart with information about their own TV program preferences.
2. Pair students to discuss their preferences and compare their answers.
3. Review the answers as a class, prompting students to share their preferences.

A5. Write a short paragraph about your daily routines and preferences. Use the information in activity A4. (Page 61)

- **Instructions:**

1. Instruct students to use the information from Activity A4 to write a short paragraph about their routines and TV preferences.
2. Encourage students to share their paragraphs with a partner for peer review.
3. Ask several students to read their paragraphs aloud to the class to build confidence in speaking.

Lesson 4: Speaking Activities on TV Program Preferences

- **Objective:** Practice speaking and asking questions about TV program preferences.

B. Reading & Speaking

B1. Work in pairs. Choose a card. Card B is on page 131. Ask and answer questions as in the example. Complete the chart with the program types. (Page 61)

- **Instructions:**

1. Pair students and distribute cards. Instruct them to ask and answer questions based on the example, completing the chart with the correct program types.
 2. Monitor the activity, providing feedback and guidance as needed.
 3. Encourage pairs to share their completed charts with the class to practice speaking.
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18th Week: 13-17 January Time: 40+40+40+40

Lesson 1: Reading Comprehension and Dialogue Practice

- **Objective:** Develop reading comprehension and practice dialogue creation.

B2. Read the dialogue and answer the questions. (Page 62)

- **Instructions:**

1. Ask students to read the dialogue carefully and answer the comprehension questions.
2. Encourage students to compare their answers with a partner and discuss any differences.
3. Review the answers as a class, prompting students to explain their reasoning.

B3. Work in pairs. Look at the cards in activity B1. Choose a program and make a similar dialogue about your preferences as in activity B2. (Page 62)

- **Instructions:**

1. Pair students and ask them to choose a TV program from the cards in Activity B1 and create a dialogue based on their preferences.
2. Monitor the pairs and provide feedback to improve their dialogue.
3. Facilitate a class discussion by inviting pairs to present their dialogues to the class.

Lesson 2: Discussing Movie Preferences

- **Objective:** Discuss and share personal preferences regarding movie types.

C. Listening & Speaking

C1. Tick your favorite movie type. Give an example for your movie type. (Page 62)

- **Instructions:**

1. Ask students to tick their favorite movie type and provide an example.
2. Have students discuss their choices with a partner to practice speaking and listening skills.
3. Facilitate a class discussion where students share their favorite movie types and examples.

C2. Listen to the dialogue and write their preferences. (Page 62)

- **Instructions:**

1. Play the audio of the dialogue and ask students to listen carefully and write down the preferences mentioned.
2. Allow students to compare their answers with a partner to ensure comprehension.
3. Review the answers as a class, encouraging students to justify their answers.

Lesson 3: Listening and Dialogue Creation

- **Objective:** Improve listening skills and practice dialogue creation.

C3. Listen to the dialogue again and fill in the blanks with the words you hear. (Page 63)

- **Instructions:**

1. Play the audio again, asking students to fill in the blanks with the correct words they hear.
2. Encourage students to compare their answers with a partner to check for accuracy.
3. Review the answers as a class, prompting students to explain their choices.

C4. Work in pairs. Make a similar dialogue as in activity C3. Use the movie types in activity C1. (Page 63)

- **Instructions:**

1. Pair students and ask them to create a similar dialogue using the movie types from Activity C1.
2. Monitor their dialogues, providing feedback and support as needed.
3. Encourage pairs to present their dialogues to the class to practice speaking skills.

Lesson 4: Expressing Preferences and Understanding Opinions

- **Objective:** Develop skills in expressing preferences and understanding opinions.

D. Reading & Speaking

D1. Look at the pictures and make sentences about your preferences. (Page 63)

- **Instructions:**

1. Show the pictures and ask students to make sentences expressing their preferences about the TV programs.
 2. Encourage students to share their sentences with a partner and discuss their choices.
 3. Facilitate a class discussion, prompting students to share their preferences and reasons.
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19th Week: 3-7 February Time: 40+40+40+40

Lesson 1: Reading Comprehension and Review Writing

- **Objective:** Practice reading comprehension and writing reviews.

D2. Read the paragraph and tick TRUE or FALSE. (Page 64)

- **Instructions:**

1. Ask students to read the paragraph and tick the TRUE or FALSE statements.
2. Pair students to compare answers and discuss any differences.
3. Review the answers as a class, encouraging students to explain their reasoning.

D3. Complete the information in the YOU column. Prepare a similar TV review as in activity D2 and present it to your classmates. (Page 64)

- **Instructions:**

1. Ask students to complete the YOU column with their own information and write a similar TV review.
2. Pair students to share and discuss their reviews before presenting them to the class.
3. Facilitate a class presentation session, providing feedback on content and delivery.

Lesson 2: Questioning and Reporting Skills

- **Objective:** Develop questioning and reporting skills through information exchange.

D4. Work in pairs. Ask and answer questions about the information on the table in activity D3. Complete the YOUR PARTNER column. (Page 64)

- **Instructions:**

1. Pair students and instruct them to ask each other questions to complete the YOUR PARTNER column in the table.
2. Monitor the activity, providing support and feedback as needed.
3. Encourage students to share their findings with the class to practice speaking and reporting skills.

D5. Look at the information on the table in activity D3. Report on your partner's preferences, opinion, the date, and the time of the program. (Page 64)

- **Instructions:**

1. Ask students to use the information from the table to report on their partner's preferences and opinions.
2. Encourage students to practice their reports with a partner before presenting to the class.
3. Facilitate a class discussion, providing feedback and encouraging participation.

Lesson 3: Analyzing and Reporting Data

- **Objective:** Practice data analysis and presentation skills.

E. Reading & Speaking

E1. Read the text and look at the graph. Answer the following questions. (Page 65)

- **Instructions:**

1. Provide the text and graph to students and ask them to answer the questions based on the data.
2. Pair students to compare their answers and discuss their findings.
3. Review the answers as a class, encouraging students to explain how they interpreted the data.

E2. Do a survey. Ask your classmates about their favorite TV programs. Then, make a graph as in activity E1. Then, report on the results. (Page 65)

- **Instructions:**

1. Ask students to conduct a survey among their classmates about their favorite TV programs and create a graph.
2. Pair students to discuss their survey results and prepare a brief report.
3. Facilitate a class presentation session, encouraging students to present their findings and graphs.

Lesson 4: Discussing Technology and TV Opinions

- **Objective:** Develop skills in discussing opinions and understanding different perspectives.

F. Reading & Speaking

F1. Answer the question: Are you against or for technology? (Page 66)

- **Instructions:**

1. Ask students to read the question and decide whether they are for or against technology.
2. Encourage students to discuss their opinions with a partner and provide reasons.
3. Facilitate a class debate, allowing students to share their views and listen to others.

20th Week: 10-14 February Time: 40+40+40+40

Lesson 1: Understanding and Summarizing Opinions

- **Objective:** Practice understanding and summarizing opinions in a text.

F2. Read the opinions of the people and answer the questions. (Page 66)

- **Instructions:**

1. Ask students to read the text about different opinions and answer the comprehension questions.
2. Pair students to compare their answers and discuss any differences.
3. Review the answers as a class, prompting students to explain their reasoning.

F3. Read the opinions of the people in activity F2 again and write the people's names in the blanks. (Page 66)

- **Instructions:**

1. Ask students to reread the opinions and fill in the blanks with the correct names.
2. Encourage students to work with a partner to compare answers and discuss their choices.
3. Facilitate a class discussion, reviewing the correct answers and providing feedback.

Lesson 2: Developing Survey and Graph Skills

- **Objective:** Create and interpret graphs based on survey data.

E2. Do a survey. Ask your classmates about their favorite TV programs. Then, make a graph as in activity

E1. Then, report on the results. (Page 65)

- **Instructions:**

1. Ask students to conduct a survey among their classmates about their favorite TV programs and create a graph.
2. Pair students to discuss their survey results and prepare a brief report.
3. Facilitate a class presentation session, encouraging students to present their findings and graphs.

Lesson 3: Engaging in Opinion Exchanges and Presentations

- **Objective:** Develop presentation skills and engage in opinion exchanges.

F. Reading & Speaking

F1. Answer the question: Are you against or for technology? (Page 66)

- **Instructions:**

1. Present the question, "Are you against or for technology?" to the class, asking each student to think about their stance and write down their opinion.

2. Encourage students to form pairs and discuss their opinions with each other, giving reasons for their stance.

F2. Read the opinions of the people and answer the questions. (Page 66)

• **Instructions:**

1. Ask students to read the provided text containing different people's opinions about technology.
2. Provide a set of questions related to the text and instruct students to answer them based on the content.
3. Have students compare their answers with a partner to discuss any differing interpretations or opinions.

F3. Read the opinions of the people in activity F2 again and write the people's names in the blanks. (Page 66)

• **Instructions:**

1. Ask students to reread the opinions in Activity F2 carefully, paying close attention to details that match each person's opinion with their name.
2. Have students fill in the blanks with the correct names based on the information provided in the text.
3. Encourage students to work in pairs to check their answers and discuss any discrepancies or uncertainties.

F4. Work in pairs. Ask the given questions to each other and answer them. (Page 66)

• **Instructions:**

1. Pair students and provide them with a list of questions related to the opinions on technology discussed in Activity F2.
2. Instruct students to take turns asking and answering these questions, ensuring they provide detailed responses and reasoning.
3. Monitor the pairs and offer feedback, encouraging students to elaborate on their answers and engage actively in the conversation.

PROJECT: Choose two types of TV programs that you frequently watch and prepare a poster. Give information about the programs. (Page 66)

• **Instructions:**

1. Ask students to choose two TV programs they frequently watch and create a poster with information about them.
2. Encourage students to work in pairs or small groups to prepare their posters and practice their presentations.
3. Facilitate a class presentation session, providing constructive feedback and encouraging student participation.

Lesson 4: Practicing and Consolidating Knowledge

- **Objective:** Review and consolidate knowledge through practice activities.

LET'S PRACTICE Activities A-H (Pages 67-70)

• **Instructions:**

1. Provide all practice activities, asking students to complete them individually or in pairs.
2. Review each activity as a class, discussing answers and clarifying any doubts.
3. Encourage students to share their thoughts and reflections on what they have learned throughout the unit.

This Plan is successfully applied during within the scheduled time.

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