|  |  |
| --- | --- |
| *Date of planning:* ……………  *Date of teaching:* …………… | **Period 62: UNIT 8: FILMS**  **Lesson 1: GETTING STARTED**  **Let’s go to the cinema tonight** |

**I. OBJECTIVES: \* By the end of this lesson, Ss will be able to gain:**

**1. Knowledge:**

- To introduce topic of the lesson *films*. To practice listening and reading.

- An overview about the topic “Films”

+Vocabulary: - Lexical items related to the topic “Films”:

+ types of films;

+ adjectives describing films.

*+ New words: fantasy (n); horror film (n); documentary (n), comedy (n)...*

*-* Pronouncing the sounds **/ iə/** and **/eə/** correctly;

+ Grammar: Use **although / though** to express contrasting ideas between two pieces of information in the same sentence;

- Use however to contrast ideas in two sentences;

**2. Competence:** Students will be able to pratice listening and reading the conversation between Mark and Mi about *films*;

- Develop communication skills and cultural awareness.

- Be cooperative and supportive in pair work and teamwork.

- Actively join in class activities.

**3. Qualities:**

- To teach Ssthe loveof films. Ss have the good attitude to working in groups, individual work, pairwork, cooperative learning and working.

- Develop awareness of types of films ; Develop self-study skills.

**II. TEACHING AIDS:**

- Teacher: Grade 7 text book, laptop, projector / TV/ pictures and cards.....

- Students : Text books ; Computer connected to the Internet.

- Sach mem.vn

**III. PROCEDURE:**

**Notes: In each activity, each step will be represented as following:**

*\* Deliver the task. \*\* Implement the task. \*\*\* Discuss. \*\*\*\* Give comments or feedback.*

|  |  |
| --- | --- |
| **1. WARM UP & INTRODUCTION ( 3’- 5’)** | |
| **Aims:**  **- To create an active atmosphere in the class before the lesson;**  **- To lead into the new unit.**  **\* Content:** Tohave somewarm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the subject and new lesson.  **\* Outcome:** Having a chance to speak English.  **\* Organisation :** Teacher’s instructions … | |
| **Teacher’s Student’s activities** | **Content** |
| **+ Greeting**  **+ Revision on previous lessons**  - Review the previous unit before Ss open their books. T may organise a short vocabulary game, e.g. Pass the Ball or Slap the Board..., to revise the words Ss learnt in Unit 7.  - Lead to the new unit. Write the unit title Films on the board. Elicit any information Ss know about films by asking types of film they know, the latest film they have seen, their favourite films and film stars. After Ss answer, ask them to open their books to page 82. Draw their attention to the **THIS UNIT INCLUDES** box and introduce what they are going to learn in Unit 8. | **+ Greeting**  **+ Revision on previous lessons**  **- T\_Ss.**  + Students **(Ss)** listen and learn how to do the tasks.  **-** Open the book and write the tittle of the lesson. |
| **2. PRESENTATION/ NEW LESSON ( 12’- 15’)** | |
| ACTIVITY 1:  **Aims:**  **- To set the context for the introductory conversation;**  **- To introduce the topic of the unit.**  **\* Content:** Learn some new words . Read the conversation and find out new words. Focus on topic of the lesson, grammar points…  **\* Outcome:** Knowing more new words. Understanding the conversation; topic of the lesson, grammar points…  **\* Organisation :** Teacher’s instructions.. | |
| **Teacher’s Student’s activities** | **Content** |
| **1. Listen and read:** *(Ex 1, p. 82 - 83)*  **\*Teach vocabulary:**  + Teacher uses different techniques to teach vocab (situation, realia, translation.)  + Teacher introduces the vocabulary by:  - providing the pictures  - eliciting the definition of the words  + Teacher do the “Rub out and remember” checking technique.  + Teacher checks students’ pronunciation and gives feedback.  - Teacher reveals that these words will appear in the reading text and asks students to open their textbook to discover further.  \* Set the context for the listening and reading. Have Ss look at the pictures and guess where they come from.  - T can also ask Ss to share any recent experiences of going to see a film: *Have you ever gone to see a film with your brothers/sisters? When and where? What film did you see then? How did it make you feel?*  - Encourage Ss to giveT their answers, but do not confirm whether their answers are right or wrong.  - Play the recording twice for Ss to listen and read along.  - Have Ss underline the words that are related to the topic of the unit while they are listening and reading.  - Invite some pairs of Ss to read the conversation aloud. | **1. Listen and read:**  **- T\_Ss**    \* Listen to the teacher’s instructions carefully and do the tasks  **\* Vocabulary:**  **1. dull (adj)** buồn tẻ, chán; đơn điệu  **2. violent (adj)** hung dữ; bạo lực, mãnh liệt  **3. confusing (adj)** khó hiểu, làm rối lên  **4. shocking (adj)** gây choáng váng  **5. enjoyable (adj)** thú vị, thích thú |
| **3. PRACTICE ( 15’)** | |
| ACTIVITY 2:  **Aim: To help Ss deeply understand the text.**  **\* Content:** Read the conversation.Choose the correct answer.  **\* Outcome:**Ss understanding more the content of the conversation. Get more information.  **\* Organisation :** | |
| **Teacher’s Student’s activities** | **Content** |
| **2. Read the conversation again and choose the correct answer to each question.**  **-** Have Ss read the conversation in detail to answer the questions. Ask them how to do this kind of exercise.  - Explain the strategies, if necessary (e.g. reading the questions and the options (A, B, C), underlining the key words in the questions and options, locating the key words in the text, and then  reading that part and answering the questions).  - Tell them to underline parts of the conversation that help them with the answers. Set a strict time limit to ensure Ss read the text quickly for information.  - Tell them to compare their answers in pairs before they give the answers to T. Ask them to give evidence when they give the answers.  - Check their answers and explain if necessary. | **2. Read the conversation again and choose the correct answer to each question.**  **- T\_Ss**  **- Work individually.**  - Give the answers  **\* Key: 1. B 2. A 3. A 4. C** |
| ACTIVITY 3:  **Aim: To teach Ss new vocabulary related to types of film.**  **\* Content:** Choose the word or phrase to complete the sentence.  **\* Outcome:** Ss can complete the sentences correctly.  **\* Organisation :** | |
| **3. Choose the correct word or phrase to complete each of the following sentences.**  **-** Have each student quickly underline the words or phrases of film types he / she thinks are defined in each of the sentences. Then ask Ss to check their answers with their partners.  - Ask some Ss to read out their answers or write them on the board. With weaker classes, ask for translation of the words / phrases to make sure they understand  - Check the answers as a class. | **3. Choose the correct word or phrase to complete each of the following sentences.**  **- T\_ Ss**  - Listen to the instructions clearly  - **Ss to work individually.**  \* Key:  **1.** comedy  **2**. Fantasy  **3**. documentary  **4**. science fiction film  **5**. horror film |
| ACTIVITY 4:  **Aim: To teach Ss new vocabulary for describing films.**  **\* Content:** Complete the sentences with words in the box.  **\* Outcome:** Ss complete the sentences with correct words.  **\* Organisation :** | |
| **4. Complete the following sentences with the words in the box.** - First, have Ss work independently.  Then ask them to share their answers with one or more partners.  - T can ask for translation of some of the adjectives in the list to check their understanding.  With stronger classes, T may wish to ask Ss to make sentences with the adjectives they have learnt.  - If there is enough time, T can ask some Ss to write their answers on the board.  - Check the answers as a class. | **4. Complete the following sentences with the words in the box.**  **- T\_ Ss. Work individually.**  **- Ss do the tasks**  **\* Key:**  **1. frightening 2. funny**  **3. moving 4. boring**  **5. interesting** |
| **4. PRODUCTION/ FURTHER PRACTICE ( 8’)** | |
| ACTIVITY 5:  **Aim: To help Ss practise talking about their feelings about a type of film.**  **\* Content:** Further practice. Ask and answer about a type of film.  **\* Outcome:** Ss can ask and answer the questions about a type of film.  **\* Organisation :** | |
| **Teacher’s Student’s activities** | **Content** |
| **5. Work in pairs. Ask and answer about a type of film. Use some of the adjectives in 4.**  - First, demonstrate the activity to the class. Ask a strong student to help you.  - Then ask Ss to work in pairs.  - T may go round to help weaker Ss. Call on some pairs to perform in front of the class.  - T goes round to help weaker Ss. | **5. Work in pairs. Ask and answer about a type of film. Use some of the adjectives in 4.**  + Listen to the instructions carefully and do the tasks.  **Example:**  **A.** Do you like documentaries?  **B.** No, I don’t.  **A.** Why not?  **B.** I think they’re boring.  ............... |
| **5. WRAP-UP & HOME WORK (2’)**  - Wrap up the lesson by asking one or two Ss to tell the class what they have learnt. Ask Ss to say aloud some words / phrases they remember from the lesson. If there is a projector in the classroom, show the conversation, highlight the key words related to the topic.  **\* HOME WORK**  - Do more exercises in workbook.  - Prepare new lesson: Lesson 2: A CLOSER LOOK 1 | |