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| *Date of planning:* ……………*Date of teaching:* …………… |  **Period 63: UNIT 8: FILMS** **Lesson 2: A CLOSER LOOK 1**  |

**I. OBJECTIVE: By the end of this lesson, students will be able to gain the following things:**

**1. Knowledge:**

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

 - Adjectives to describe films

- Pronunciation: Correctly pronounce words that contain the sounds: /ɪə/ and /eə/

+Vocabulary: - Vocab. related to the topic “Films”:

+ types of films;

+ adjectives describing films.

*+ New words: dull (adj); violent (adj); confusing (adj); enjoyable (adj); shocking (adj)*

*-* 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, pair work, cooperative learning.

- 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, studying equipment….

- 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.*

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|  **1. WARM UP & INTRODUCTION (5’)** |
|  **Vocabulary****Aims:****- To create an active atmosphere in the class before the lesson;****- To revise what Ss learnt in the previous lesson.****\* Content:** To play games orhave 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** **+** **Game:** Guessing your partner's favourite film.- Ask Ss to work in pairs.- Explain that they are going to guess their partner's film by interviewing each other about it.- Remind Ss to use the questions and words / phrases they learnt in GETTING STARTED.**Example:****A**: What kind of film is it?**B:** It's a fantasy.**A**: Who stars in it?**B:** Daniel Radcliffe.**A**: What's it about?**B:** It's about a young wizard called Harry Potter.**A:** Is it Harry Potter and the Sorcerer's Stone?**B**: Yes!- Ask Ss to open their book and introduce what they are going to study…. | **+ Greeting****+ Game:** Guessing your partner's favourite film.- Ask Ss to work in pairs.**- T\_ Ss****- Work in pairs**- Students **(Ss)** listen and learn how to do and do the tasks.- Do the tasks.- Open their book and write . |
| **2. PRESENTATION/ NEW LESSON (12’)** |
| ACTIVITY 1: **Aim: To teach Ss new adjectives for describing films.****\* Content:** Teach some new adjectives for describing films. Do the matching. **\* Outcome:** Ss know more some new adjectives for describing films. Match the adj correctly**\* Organisation :**  |
| **Teacher’s & Student’s activities** | **Content** |
| **1. Match the following adjectives with their meanings.****\*) Pre- teach vocabulary:**- Teacher uses different techniques to teach vocabulary (situation, realia, translation .....)+ Teacher may introduce the vocabulary by:* providing explanations of the words;
* showing picture illustrating the word.

+ Follow the steps to teach vocabulary- Repeat in chorus and individually+ Check vocabulary.- Have Ss quickly match the adjectives in the left column with their meanings in the right column individually.- Then ask Ss to check their answers with their 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 examples with the adjectives they have learnt. - If there is enough time,T can ask some Ss to writetheir answers on the board.- Check the answers as a class. | **1. Match the following adjectives with their meanings.****- T\_ Ss**+ Students(Ss)listen to the instructions carefully and learn how to 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

\* **Key:** 1. **b** 2. d **3.** **a** **4. e** **5.** **c** |
| **3. PRACTICE (15’)** |
| ACTIVITY 2: **Aim: To develop Ss' knowledge of the adjectives for describing films in context.****\* Content:** Complete the sentences, using the adjectives in 1.**\* Outcome:** Ss can learn how to use the adjectives correctly.**\* Organisation :**  |
| **Teacher’s Student’s activities** | **Content** |
| **2. Complete the following sentences, using the adjectives in 1.**- Ask Ss to do the exercise individually and then check with the whole class.- When checking, ask Ss to refer to 1 to make the meanings of the adjectives clearer to them- T checks and gives the correct answers. | **2. Complete the following sentences, using the adjectives in 1.****- T\_Ss ; Pair work**- Listen to the teacher’s instructions carefully and learn how to do.- Give the answer.\* Key: 1. shocking **2**. dull **3**. enjoyable **4**. violent **5**. confusing |
| ACTIVITY 3:**Aim: To help Ss practise asking and answering about a film, using the adjectives they have learnt.****\* Content:** Ask and answer questions about a film you saw recently. **\* Outcome:** Ss can answer the questions correctly. **\* Organisation :**  |
| **3. Work in pairs. Ask and answer questions about a film you saw recently.**- Model this activity with a more able student. 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 around and gives assistance if necessary and checks their answers. | **3. Work in pairs. Ask and answer questions about a film you saw recently.**- Listen to the teacher ‘s instruction carefully.- Ss to **work in pairs.** |
| **II. PRONUNCIATION: (10’)** **/ iə/ and /eə/** ACTIVITY 4**Aim: To teach Ss how to pronounce the sounds / iə/ and /eə/ and practise pronouncing these sounds correctly in single words.****\* Content:** Listen and repeat the word to pay attention to the sounds: **/ iə/ and /eə/** **\* Outcome:** Ss can learn how to pronounce the sounds: **/iə/** and **/eə/** correctly.**\* Organisation :**  |
| **Teacher’s Student’s activities** | **Content** |
| **4. Listen and repeat the words. Pay attention to the sounds / iə/ and /eə/.** - Model the sounds **/iə/** and **/eə/** first and let Ss see how the sounds are formed. Ask Ss to practise the /ia/ and /ea/ sounds together.- Play the recording and ask Ss to listen and repeat. - Play the recording as many times as necessary.- Call on some Ss to read out the words in the table in front of the class. - Comment on their pronunciation of the sounds **/iə/** and **/eə/** - Check their pronunciation if necessary | **4. Listen and repeat the words. Pay attention to the sounds / iə/ and /eə/.** - Listen carefully- Listen and repeat**\* Audio script - Track 48:****/ai/:** cycle fly fine sign motorbike**/ei/:** sail train plane station pavement |
| **4. FURTHER PRACTICE (8’)**  |
| ACTIVITY 5:**Aim: To help Ss practise pronouncing the sounds /iə/ and /eə/ correctly in context.****\* Content:** Listen and pay attention to the underlined words**\* Outcome:** Ss will be able to pronounce the sounds correctly. **\* Organisation :**  |
| **5. Listen and repeat, paying attention to the underlined words. Then practice the sentences** - Play the recording and ask Ss to listen and repeat each sentence. Tell them to pay attention to the words with the sounds /ia/ and /ea/. Play the recording as many times as necessary.- Call on some Ss to read out the sentences in front of the class. - Comment on each student's pronunciation of the sounds **/iə/** and **/eə/ .**- Check their pronunciation, if necessary. | **5. Listen and repeat, paying attention to the underlined words. Then practice the sentences** **- T\_ Ss****- S do the tasks****\* Audio script - Track 56:****1**. Is there a cinema near here?**2**. There's a chair under the stairs.**3**. Put your earphones near here.**4**. I don't care about your idea.**5**. Our aeroplane is up there, in the air |
| **5. WRAP-UP & HOME WORK (2’)**- Ask Ss to summarise what they have learnt in the lesson.Ask Ss to make sentences describing a film they saw lately, using the words and phrases they have learnt in the lesson.**\* HOME WORK**- Remember some new words. - Do more exercises in workbook.- Prepare new lesson. A CLOSER LOOK 2 |