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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.

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**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 write  their 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 | |