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| **Ngày soạn**: 22/1/2025  **Ngày giảng**:26/2/2025- Lớp 7A2 | **Sĩ số HS** | **Điều chỉnh** | Ngày 10/2/2025  **Phê duyệt kế hoạch**  **Tổ trưởng**  **Cao Phương Thảo** |

**Period 68: UNIT 8: FILMS**

**Lesson 7: LOOKING BACK & PROJECT**

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

**1. Knowledge:**

- Review the vocabulary and grammar of Unit 8

- Apply what they have learnt (vocabulary and grammar) into practice through a project

+Vocabulary: - Lexical items related to the topic “Films”; Types of films....

+ Adjectives describing films.

+ 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:**

- Develop communication skills and creativity.

- Be cooperative and supportive in pair work and teamwork.

**3. Qualities:**

- Be more creative when doing the project.

- Develop self-study skills.

**II. TEACHING AIDS:**

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

- Students: Textbooks; Computer connected to the Internet.

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**III. PROCEDURE:**

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| **1. WARM UP & INTRODUCTION (3’)** | |
| **Aims:**  **-** *This is the review and drill section of the unit. Encourage Ss not to refer back to the unit pages.*  *Instead, they can use what they have learnt during the unit to help them answer the questions.*  *- That will help you and your Ss see how far they have progressed, and which areas need further practice.*  - Encourage Ss to review and drill section of the unit 8.  **\* Content:** Review the previous lesson or have somewarm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the new lesson.  **\* Outcome:** Having a chance to speak English and focus on the topic of the lesson.  **\* Organisation: Teacher’s** instructions… | |
| **Teacher’s & Student’s activities** | **Content** |
| **+ Greeting**  **+ Brainstorming**  \* Teacher divides the board and divides the class into 2 teams.  - Members of each team take turns and write as many types of films as possible in 2 minutes.  - Students cross-check their answers first.  - Teacher confirms the answers and gives feedback. The group having more correct answers is the winner.  + Ask Ss to open their book and introduce what they are going to study…. | **+ Greeting: T\_ Ss**  **+ Brainstorming**    + Listen to the teacher’s instructions carefully.  - Do the tasks  + Listen carefully and do the tasks. |
| **2. PRESENTATION/ NEW LESSON (25’)** | |
| ACTIVITY 1+ 2: **Vocabulary**  **Aim: To help Ss revise the vocabulary items they have learnt in the unit.**  **\* Content:** Revision on the words. Do the matching and give an example of types of films.  **\* Outcome:** Ss remember the words/ phrases. Match the types of film in column A with the descriptions in column B correctly.  **\* Organisation:** Teacher’s instructions… | |
| **Teacher’s & Student’s activities** | **Content** |
| **1. Match the types of film in column A with their descriptions in column B.**  - For activities 1,2 and 3, have Ss do these activities individually then compare their answers with their partners. Ask for Ss' answers or ask some Ss to read out their answers in front of the class.  *+ Teacher encourages students to complete the task individually.*  *+ Students do the task individually.*  *+ Students exchange their textbooks with their partners.*  *+ Teacher gives feedback as a class discussion.*  - Check Ss' answers as a class.  ACTIVITY 2:  + To encourage students to give examples of different types of films:  **2. Give an example for every film type in the box.**  \* Teacher asks students to think of as many examples of different types of films as possible.  - Students think of as many examples of different types of films as possible.  - Teacher then asks some students to say out their examples in front of the class. Examples of Vietnamese films are fine.  - Teacher gives feedback as a class discussion.  ***Example*:**  *- a comedy: Mr Bean*  ACTIVITY 3  **3. Choose the correct answer A, B, or C to complete each sentence.**  \* Teacher encourages students to complete the task individually.  - Students complete the task individually.  - Students exchange their textbooks with their partners.  - Teacher gives feedback as a class discussion. | **1. Match the types of film in column A with their descriptions in column B.**  **- T\_ Ss**  + Students(Ss)listen to the instructions carefully and learn how to do the tasks.  **\* Key**:  **1. d 2. a 3. e 4. c 5. b**  + Students(Ss)listen to the instructions carefully and learn how to do the tasks.  **+ The answers may vary.**  **Suggested answers:**  **- comedy:** You've Got Mail.  **- documentary:** Pirates of Southeast Asia.  **- fantasy:** Harry Potter and the Prisoner of Azkaban.  **- horror film:** The Chainsaw Massacre at Halloween.  **- science fiction film:** Planet of the Jellyfish.  + Students(Ss)listen to the instructions carefully and learn how to do the tasks.  ***\* Answer key:***  **1**. C **2**. B **3**. C  **4**. A **5**. B **6**. A |
| ACTIVITY 4: **GRAMMAR**  **Aim: To help Ss revise the use of although /though and, however.**  **\* Content:** Do the matching.  **\* Outcome:** Ss can match halves in columns A and B correctly  **\* Organisation:** | |
| **4. Match the sentences or sentence halves in columns A and B.**  - Ask Ss to do the exercise individually first.  - Ask Ss to check their answers with a partner before discussing the answers as a class.  - Remind Ss to keep a record of their original answers so that they can use that information in the Now I can...... statements.  - T and other Ss comment. Check the answers as a class. | **4. Match the sentences or sentence halves in columns A and B.**  **- T\_ Ss**  - Do the tasks  - Give the answers  **\*Key:**  **1.** d **2**. e  **3**. a **4**. b  **5**. c |
| **3. PRODUCTION/ APPLICATION (12’-15’)** | |
| **Aims: PROJECT**  **- Topic “favourite film”**  **\* Content:** Display all the posters on the wall or noticeboard and ask each group to present their poster to the whole class.  **\* Outcome:** Display posters and present their presentation their poster to the whole class. | |
| **Teacher’s & Student’s activities** | **Content** |
| **Posters exhibition:**  \* T should assign the project in earlier lessons such as in GETTING STARTED lesson. Make sure you guide them carefully and check their progress after each lesson. In the last lesson (LOOKING BACK), ask Ss to organise their posters into an exhibition.  - Ask Ss to work in groups, discussing what film they will design a posterior and decide what information they should write about it and what pictures or photos they should use to illustrate it.  - Ask Ss to display all the posters on the wall or notice board and ask each group to present their poster to the whole class.  - First, invite the comments from some members of the other groups about the posters. Then have the whole class vote for the best poster.  **Posters exhibition:**  \* Teacher has students work in groups and gives instructions to students as follows:  1. Choose one of your favourite films and design a poster for it, including:  – name of the film  – type of film  – its director and main actors / actresses  – a short summary  – your overall opinion about the film  – the showtime and cinema  – pictures or photos to illustrate the film  2. Organise them into an exhibition.  3. Vote for the best poster.  - Teacher gives feedback. | **Posters exhibition:**  - Listen to the teacher’s instructions carefully.  **- T\_ Ss**  **\*\* Ss should prepare the project as assign groups in the previous lessons beforehand.**  - Do the tasks. Prepare them at home beforehand.  - Students do the project in groups.  - Students vote for the best poster.  - Ss should finish the project in class, assign groups in the previous lessons. |
| **4. WRAP-UP & HOMEWORK (2’)**  - Ask Ss what they have learnt in Unit 8. Have them recall the important elements:  - Do more exercises in the workbook.  - Prepare for the next lesson: UNIT **9: FESTIVALS AROUND THE WORLD**  **6. EVALUATION:** | |