Week :21 Date of preparing: 04/02/2023

Period: 61 Date of teaching: 06/02/2023

**UNIT 7: TRAFFIC**

**Lesson 7: Looking back & project**

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

**1. Knowledge:**

- Review the vocabulary and grammar of *Unit 7*

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

**2. Abilities and Competences:**

- Students will be able to know more words and phrases about means of transport.

- Develop communication skills and cultural awareness

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

**3. Qualities:** The loveof traffic; The awareness about importance of trafffic; Be ready to talk about means of transport; Know some daily activities in the street.

- Develop self-study skills.

**II. PREPARATIONS**

 **Teacher:** Grade 7 text book, laptop, TV, pictures and realia, Computer connected to the Internet, Sach mem.vn

 **Students:** Text books, pencils, pics, blank papers, realia,….

**III. PROCEDURE:**

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| **Activity 1. WARM UP** **\* Aim:** To help students revise the vocabulary items they have learnt in the unit.To enhance students’ skills of cooperating with team mates.**\* Content: BRAIN STORMING:****\* Product:** Having a chance to speak English and focus on the topic of the lesson.**\* Implementation:** Teacher’s instructions… |
| **Teacher’s & Student’s activities** | **Content** |
| **Quick revision check**\* Teacher asks Ss to think of what they have learnt already in Unit 7.\*\* Ss work in pairs to do the task.\*\*\*Teacher calls some students to retell.\*\*\*\* Teacher confirms and leads them to do all the exercises in books. |  |
| **Activity 2. KNOWLEDGE FORMATION (Dành cho hs khuyết tật)****\* Aim:** To help Ss revise the vocabulary items (verbs) they have learnt in the unit.**\* Content: Listening****\* Product:** Ss learn how to use them.**\* Implementation:** Teacher’s instructions… |
| **Teacher’s & Student’s activities** | **Content** |
| **Task 1: Label each sign. Work in pairs. What does each sign tell us to do?**\* Teacher has Ss work individually. \*\* Ss do this activity individually, then compare their answers with their partners. \*\*\* Teacher asks for Ss’ answers. \*\*\*\* Teacher confirms the correct ones | **Task 1: Label each sign. Work in pairs. What does each sign tell us to do?****Answer keys:**1. traffic light2. school ahead3. hospital ahead4. cycle lane5. No left turn6. Do not cycle |
| **Activity 3. PRACTICE** \* **Aim:** To help Ss revise the vocabulary items (adjectives) they have learnt in the unitTo help Ss revise grammar points.To help Ss revise the grammar points of the unit**\* Product:** Students’ answers.**\* Implementation:** |
| **Teacher’s Student’s activities** | **Content** |
| **Task 2: Fill in each gap with one word to complete the sentences.**\* Teacher has Ss work individually.\*\* Ss do this activity individually, then compare their answers with their partners. \*\*\* Teacher asks for Ss’ answers. \*\*\*\* Teacher confirms the correct ones**Task 3: Write complete sentences, using these cues.**\* Teacher asks Ss to recall the structures of asking and answering about distance, and tell them to do Ex 3 in the book.\*\* Ss do the exercise individually and swap with their partners.\*\*\* Teacher calls some Ss to check their answer.\*\*\*\* Teacher confirms the correct answer.**Task 4: Choose A, B, or C to complete the sentences.**\* Teacher asks Ss to do the task.\*\* Ss work individually to do the task.\*\*\* Teacher calls Ss to give out their answers.\*\*\*\* Teacher checks and confirms their answer. | **Task 2: Fill in each gap with one word to complete the sentences.****Answer keys:**1. user2. ride 3. passenger4. drive5. see/notice**Task 3: Write complete sentences, using these cues.****Answer keys:**1- It’s over 100km from my hometown to Ho Chi Minh city.2- It’s about 25 km from here to my grandparents’ house.3- It’s not very far from our school to the city museum.4- How far is it from your house to the gym?5- Is it a long distance from Ha Noi to Ban Gioc Waterfall?**Task 4: Choose A, B, or C to complete the sentences.****Answer keys:****1. C 2. B 3. C****4. A 5. C 6. B** |
| **Activity 4. APPLICATION** **\* Aim:** To help Ss identify common traffic signs and make their own road signs.**\* Content: Traffic signs****\* Product:** Students’work.**\* Implementation:** Teacher’s instructions |
| **Task 5: Show the prepared signs. Make your own sign.** \* Teacher asks Ss to show the signs they have prepared and identify the messages in each of the sign. \* Teacher also has Ss spend some time to make their own signs and practise presenting within their groups. \*\* Ss discuss with their partners.\*\*\* Some students raise their ideas and explain their answers.\*\*\*\* Teacher listens and confirms. **Task 6: Traffic signs exhibition**\* Teacher asks Ss to work in groups of 4 – 6 to stick their traffic signs onto the classroom’s wall and present about them. \*\* Ss work in group to do the task.\*\*\* Teacher calls some groups to present their signs to the class\*\*\*\* Teacher confirms and corrects.  | **Task 5: Show the prepared signs. Make your own sign.** I saw some traffic signs on my way from home to school: 1. Red light => I see a red light on a traffic light when going through a crossroads. A "red light" sign means you have to stop. 2. School ahead>On my way to school, so I see a “school ahead sign”. A "school ahead" sign means there is a school ahead. 3. Not turn right =>On the way to school, I see in a traffic light a “not turn right” sign.A "not turn right" sign means we must not turn right here. 5. No cycling=>A "no cycling" sign means we are not allowed to cycle.  **Task 6: Traffic signs exhibition** |
| **\* Homework:** - To prepare for the next lesson: Unit 8: Getting started. | **\* Homework:** **-** Exercises in the workbook- To prepare for the next lesson: Unit 8: Getting started. |

Week :21 Date of preparing: 05/02/2023

Period: 62 Date of teaching: 07/02/2023

**UNIT 8: FILMS**

**Lesson 1: GETTING STARTED**

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

**1. Knowledge:** - An overview about the topic “Films”

- Lexical items related to the topic “Films”:

+ types of films;

+ adjectives describing films.

**2. Abilities and Competences:**

- Ss are interested in practicing language function

- Ss are interested in doing exercises

- Develop communication skills and cultural awareness

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities.

1. **Qualities:**

- Develop self-study skills

**II. PREPARATIONS**

 **Teacher:** Grade 8 text book, laptop, TV, pictures and realia, Computer connected to the Internet. Sach mem.vn

 **Students:** Text books, pencils, pics, blank papers, realia,….

**III. PROCEDURE:**

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|  **Activity 1. WARM UP** **\* Aims:** To warm up the class and introduce the topic.**\* Content:**To introduce the topic.**\* Product:** Having a chance to speak English and focus on the topic of the lesson..**\* Implementation:**Teacher’s instructions… |
| **Teacher’s & Student’s activities** | **Content** |
| Chatting and describing the picture.-Teacher asks students some questions related to the topic:- Ask Ss to look at the pictures and guess them what they are. | T: What did you do last night after finishing your homework?Ss: …………..T: Do you like watching film?Ss: ……..T: Look at the pictures and tell me what they are.Ss: ………( They are the titles of films)T: Do you think watching films is interesting?Ss: ……… |
| **Activity 1. VOCABULARY (PRE-TEACH)**  **\* Aim:** - To provide students with vocabulary.- To help students be well-prepared for the listening and reading tasks.**\* Content:** - To help students be well-prepared for the listening and reading tasks.**\* Product:** Listen and read the conversation. Then Ss can understand its content.**\* Implementation:**Teacher’s instructions… |
| **Teacher’s & Student’s activities** | **Content** |
| **Vocabulary:**\* Teacher introduces the vocabulary asking students to brainstorm the types of films they like to see.\*\* Teacher writes all students’ answers on the board.\*\*\* Teacher circles or highlights the following words and discuss the meanings of these words:\*\*\*\* Teacher checks students’ pronunciation and gives feedback. Teacher reveals that these four words will appear in the reading text and asks students to open their textbook to discover further. | **Vocabulary:**1. fantasy (n)2. horror film (n)3. documentary (n)4. comedy (n) |
| **Activity 2. PRACTICE (Dành cho hs khuyết tật)****\* Aim:** To have students get specific information of the text.**\* Content:** To have students get to know the topic. **\* Product:** Ss can understand specific information of the text. **\* Implementation:**Teacher’s instructions… |
| **TASK 2: READ THE CONVERSATION AGAIN AND CHOOSE THE CORRECT ANSWER TO EACH QUESTION.** *(p. 83)*\* Teacher tells students to read the conversation again and work independently to find the answers.\*\* Students do the task individually.\*\*\* Teacher allows students to share their answers before discussing it as a class and encourages them to give evidence.\*\*\*\* Teacher calls some students to give the answers and gives feedback. | **2. READ THE CONVERSATION AGAIN AND CHOOSE THE CORRECT ANSWER TO EACH QUESTION.** *(p. 83)****Answer key:***1. b2. a3. a4. c |
| **Activity 3. PRACTICE** **\* Aim:** To introduce more types of films. **\* Content:** **\* Product:** Ss can understand and practice speaking English with their friends **\* Implementation:** |
| **TASK 3: CHOOSE THE CORRECT WORD OR PHRASE TO COMPLETE EACH OF THE FOLLOWING SENTENCES.** *(p. 83)***Game: Who is faster?**\* Teacher divides the class into 2 teams. Each team will send a leader to play the game on the board.* Teacher explains instructions of the game:
* Teacher reads the features of any types of film in the Vocabulary part.
* The two leaders of the teams will have to slap the board at the correct types of film.
* Who can slap the correct types of films faster will earn points for the teams.

\*\* Students play the games in team mode.\*\*\* Teacher has students write down the correct answer on the notebook. \*\*\*\* Teacher confirms the answers and gives feedback. Teacher can ask for translation to check their understanding | **3. CHOOSE THE CORRECT WORD OR PHRASE TO COMPLETE EACH OF THE FOLLOWING SENTENCES.** *(p. 83)****Answer key:***1. comedy2. fantasy3. documentary4. science fiction film5. horror film |
| **Activity 4. PRACTICE (Dành cho hs khuyết tật)****\* Aim:** To introduce adjectives describing films.**\* Content: S**tudents use given words to complete sentences.**\* Product:** Ss can students fill in the blanks with the most suitable words.**\* Implementation:** |
| **TASK 4: COMPLETE THE FOLLOWING SENTENCES WITH THE WORDS IN THE BOX.** *(p. 83)*\* Teacher asks students to work individually to complete the task.\*\* Students fill in the blanks with the most suitable preposition.\*\*\* Teacher allows students to share answers before discussing it as a class.\*\*\*\* Teacher can ask for translation to check their understanding. | 1. **COMPLETE THE FOLLOWING SENTENCES WITH THE WORDS IN THE BOX.** *(p. 83)*

***Answer key:***1. frightening2. funny3. moving4. boring5. interesting |
| **Activity 5. PRACTICE (10’-IW, PW, GW)** **\* Aim:**To check students’ vocabulary about types of films and adjectives describing films as well as improve pair work skill.**\* Content:** Ss ask and answer about a type of film.**\* Product:**Ss can use adjectives to describe about film.**\* Implementation:** |
| **Teacher’s & Student’s activities** | **Content** |
| **TASK 5: WORK IN PAIRS. ASK AND ANSWER ABOUT A TYPE OF FILM. USE SOME OF THE ADJECTIVES IN TASK 4.** *(p. 83)*\* Teacher models this activity with a more able student first. \*\* Teacher asks students to work in pairs. \*\*\* Teacher can go around to help weaker students. \*\*\*\* Teacher calls on some pairs to practise in front of the class.**5. WRAP-UP & HOME WORK (2’)**- To consolidate what students have learnt in the lesson. | 1. **WORK IN PAIRS. ASK AND ANSWER ABOUT A TYPE OF FILM. USE SOME OF THE ADJECTIVES IN TASK 4.** *(p. 83)*

***Example***:*A: Do you like documentaries?**B: No, I don’t.**A: Why not?**B: I think they’re boring.***\* Home assignment**Teacher asks students to talk about what they have learnt in the lesson. |

Week :21 Date of preparing: 05/02/2023

Period: 63 Date of teaching: 09/02/2023

 **UNIT 8: FILMS**

 **Lesson 2: A closer look 1**

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

**1. Knowledge:**

- Vocabulary: adjectives to describe films

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

**2. Abilities and Competences:**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

1. **Qualities:**

- Develop self-study skills

**II. PREPARATIONS**

 **Teacher:** Grade 8 text book, laptop, TV, pictures and realia, Computer connected to the Internet. Sach mem.vn

 **Students:** Text books, pencils, pics, blank papers, realia,….

**III. PROCEDURE:**

|  |
| --- |
|  **Activity 1. WARM UP** **\* Aims:** To review on types of films, recall students’ vocabulary on adjectives to describe film.**\* Content:** Help Ss remember types of films and distinguish them.**\* Product:** Having a chance to speak English and focus on the topic of the lesson..**\* Implementation:**Teacher’s instructions… |
| **Teacher’s & Student’s activities** | **Content** |
| ***Game: Mime game:*** \* Teacher explains the game rules:\*\* One student goes to the board and turns his/her back to the board. The teacher shows the poster of a film. Other students have to show the expressions to help him/her guess the type of the film. \*\*\* Teacher and students discuss the answers.\*\*\*\* Teacher confirms the answers and gives feedback. | Mime game: poster – types of films  |
| **Activity 1. VOCABULARY (PRE-TEACH)**  **\* Aim:** To lead in the topic and introduce the new words.**\* Content:** Help Ss think about the meaning of the words by guessing.**\* Product:** Match the adjectives with their meanings.**\* Implementation:**Teacher’s instructions… |
| **Teacher’s & Student’s activities** | **Content** |
| \* Teacher introduces the vocabulary.\*\* Teacher introduces the vocabulary by:* providing the pictures;
* providing the definition of the words.

**TASK 1: WORK IN PAIRS AND MATCH THE ADJECTIVES WITH THE DEFINITIONS.** *(Exercise 1, p. 84)*\* Teacher asks students how they think about different types of film. \*\* Teacher asks students to work in pairs and quickly do the task.\*\*\* Teacher allows students to peer check first.\*\*\*\* Teacher confirms the answers and gives feedback. | **Vocabulary:**1. dull (adj)
2. violent (adj)
3. confusing (adj)
4. shocking (adj)
5. enjoyable (adj)

**1. Match the following adjectives with their meanings.** *(Ex 1, P84 )****Answer key:***1. b2. d3. a4. e5. c |
| **Activity 2. PRACTICE (Dành cho hs khuyết tật)****\* Aim:** To practice the targeted language (adjectives) and activate the background knowledge.**\* Content:** To help students practice using the adjectives to describe films.**\* Product:** Ss can understand and apply them to complete the sentences **\* Implementation:** |
| **TASK 2: COMPLETE, UNDERLINE KEYWORDS, LISTEN TO THE RECORDINGS AND CHECK THE ANSWER.** *(Exercise 2, p. 84)*\* Teacher asks students what KEYWORD is and to pay attention to the KEYWORDS in Ex. 2.\*\* Teacher asks students to do Ex. 2. Have students do the task individually. \*\*\* Ask them to share their answers in pairs before checking the answers as a class. \*\*\*\* Teacher then encourages students to explain their answers. Correct if necessary. | **2. Complete the following sentences, using the adjectives in 1.***(Ex 2, P84)****Answer key:***1. shocking2. dull3. enjoyable4. violent5. confusing |
| **Activity 3. PRACTICE (Dành cho hs khuyết tật)****\* Aim:** To help students practice using the adjectives to describe films. **\* Content: S**tudents practice using the adjectives to describe films.**\* Product:** Ss can understand and practice speaking English with their friends **\* Implementation:** |
| **TASK 3: ROLE-PLAY: REPORTER – FILM CRITIC.** *(Exercise 3, p. 84)***Pair work: Role-play: Reporter – Film Critic** \* Teacher sets the scene. Ask some students to explain to each student to check their understanding of their roles and the situations. \*\* Then let some pairs role-play the conversations in front of the class. \*\*\* Teacher allows students to cross check first.\*\*\*\* Teacher then checks pronunciation, if necessary. | **3. Work in pairs. Ask and answer the questions about a film you saw recently.***(Ex 3, P84)* |
| **Activity 4. PRONUNCIATION** **\* Aim:** To let students listen and notice the targeted sounds in individual words.**\* Content: S**tudents listen and practice pronunciation of **/ɪə/ and /eə/.****\* Product:** Ss can distinguish pronunciation of **/ɪə/ and /eə/.****\* Implementation:** |
| **TASK 4: LISTEN AND REPEAT, PRACTICE PRONOUNCING.** *(Exercise 4, p. 84)***Pronunciation: /ɪə/ and /eə/**\* Teacher shows a list of words on the screen and asks students to listen to the recording. - Teacher asks them to note down the words they hear. Give students a few minutes to look at the words and ask some students to repeat. \*\* Teacher explains the difference between the sounds: /ɪə/ and /eə/. Then asks students to practice pronouncing words in Ex. 4. * Teacher plays the recording several times, if necessary, for students to listen and repeat the words.

\*\*\* Teacher allows students to cross check first.\*\*\*\* Teacher then checks pronunciation and gives feedback, if necessary. | **4. Listen and reapeat the words. Pay attention to the sounds /ɪə/ and /eə/.***(Ex 4, P84)* |
| **Activity 5. PRONUNCIATION** **\* Aim:** To let students practice pronouncing the targeted sounds in sentences.**\* Content:** Ss listen and reapeat the sentences then practice them.**\* Product:**Ss can pronoun the words contained the sounds: /ɪə/ and /eə/.**\* Implementation:** |
| **Teacher’s & Student’s activities** | **Content** |
| **TASK 5: LISTEN AND PRACTICE THE SENTENCES.** *(Exercise 5, p. 84)*\* Teacher asks students to practise saying the sentences in pairs or groups. \*\* Students practice saying the sentences in pairs or groups.\*\*\* Teacher goes around to offer help or correct pronunciation, if necessary.\*\*\*\* Teacher calls some students to say the sentences in front of the class. Check their pronunciation if necessary. **\* Home assignment** To prepare vocabulary for the next lesson: A closer look 2. | 1. **Listen and repeat, pay attention to the underlined words Then practice the**

**sentences.***(Exercise 5, p. 84)***\* Home assignment**Write some sentences to describe at least 3 classmates |