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 light  2. school ahead  3. hospital ahead  4. cycle lane  5. No left turn  6. Do not cycle | |
| **Activity 3. PRACTICE**  \* **Aim:**  To help Ss revise the vocabulary items (adjectives) they have learnt in the unit  To 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. user  2. ride  3. passenger  4. drive  5. 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:**

|  |  |  |
| --- | --- | --- |
| **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. b  2. a  3. a  4. 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. comedy  2. fantasy  3. documentary  4. science fiction film  5. 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. frightening  2. funny  3. moving  4. boring  5. 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. b  2. d  3. a  4. e  5. 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. shocking  2. dull  3. enjoyable  4. violent  5. 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 |