**LESSON PLAN**

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Tổ: Tiếng Anh

Date of planning: 16 -1 -2025

Date of Teaching : **UNIT 8: FILMS**

**Period: 62 Lesson 1: Getting Started – Let’s go to the cinema tonight!**

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

- An overview about the topic “Films”

- Lexical items related to the topic “Films”:

**1. Knowledge**:

*a. Grammar* :

*b. Vocabulary*: Vocabulary about types of films

**2. Competences:**

- Develop communication skills and enhance awareness of preserving the culture

- Be collaborative and supportive in pair work and team work

- Actively join in class activities

**3. Attitude:** -Help Ss -develop self-study skills

**II. TEACHING AIDS:**

- Grade 7 textbook, Unit 8 Getting started

- Computer connected to the internet,TV/ pictures

- sachmem.vn

**III. PROCEDURES:**

|  |  |
| --- | --- |
| **Contents** | **Teachers and Students ‘ activities** |
| **1. WARM UP (3 minutes)**  **Aim:** To introduce the topic. | | |
| * ***Chatting*** * *What did you do last night after finishing your homework?* * *Did you watch the film [name of a popular film/series] on TV last night?* * *Do you like watching films?* | - Teacher asks students some questions related to the topic:  - Students raise hands to answer the questions.  - Teacher and students discuss the questions.  - Teacher accepts all students’ questions. |
| **2. PRESENTATION**  **A. ACTIVITY 1 (10 minutes)**  **Aim :** - To provide students with vocabulary.  - To help students be well-prepared for the listening and reading tasks. | | |
| **VOCABULARY:**  -fantasy (n) /ˈfæntəsi/ phim viễn tưởng  - horror film (n)/ˈhɒrə fɪlm / phim kinh dị  - documentary (n)/ˌdɒkjuˈmentri/ phim tài liệu  - comedy (n) /ˈkɒmədi/ phim hài  **1. Listen and read.** *(Ex 1, p. 28)* | - Teacher draws students’ attention to the picture in the textbook and asks them some questions about it:   * *What are they talking about?* * *What types of films would they like to see?*   - Students raise hands to answer the questions.  - Teacher accepts all students’ questions.  - Teacher introduces the vocabulary.  -Teacher introduces the vocabulary by:   * providing the pictures * eliciting the definition of the words   Ss : Read Voc  -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.  - Teacher can play the audio more than once.  - Students listen and read.  -Teacher can invite some pairs of students to read aloud.  - Tacher checks students’ pronunciation and gives feedback. |
| **3. PRACTICE**  **B. ACTIVITY 2 (7 minutes)**  **Aim :** To have students get specific information of the text. | | |
| **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 | -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 |
| **C. ACTIVITY 3: (8 minutes)**  **Aim:** To introduce more types of films. | | |
| **3. Choose the correct word or phrase to complete each of the following sentences.** *(p. 83)*  **Game: Who is faster?**  ***Answer key:***  1. comedy  2. fantasy ( viễn tưởng )  3. documentary  4. science fiction film  5. horror film | -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 |
| **D. ACTIVITY 4 (7 minutes)**  **Aim:** To introduce adjectives describing films. | | |
| **4. Complete the following sentences with the words in the box.** *(p. 83)*  ***Answer key:***  1. frightening  2. funny  3. moving  4. boring  5. interesting | - 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. |
| **4. PRODUCTION :**  **F. ACTIVITY 6 (7 minutes)**  **Aim:** To check students’ vocabulary about types of films and adjectives describing films as well as improve pair work skill | | |
| **5. 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.* | -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. HOMEWORK : (3 minutes)**  **Aim:** To revise what they have learnt.. | | |
| **-** Learn Vocabulary by heart .  - Practing reading the conversation again .  - Write Ex3, 4 page 83 in your notebooks  - Prepare Unit 8 A closer look 1 | Teacher guides Ss to prepare homework | |

\*Checking :

Date of planning: 30-2 -2024 **UNIT 8: FILMS**

Date of Teaching **:1-2-2024 Period 63 : Lesson 2: A closer look 1**

**I. Objectives** : By the end of the lesson, the students will be able to :

- use adjectives to describe films

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

**1. Knowledge**:

*a. Grammar* :

*b. Vocabulary*: Vocabulary about adjectives to describe films

**2. Competences:**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and team work

- Actively join in class activities

**3. Attitude:** Help Ss develop self-study skills

**II. TEACHING AIDS:**

Grade 7 textbook, Unit 8, A closer look 1

- Computer connected to the internet, TV/ Pictures/ Cards, sachmem.vn

**III. PROCEDURES:**

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| **Contents** | **Teachers and Students ‘ activities** | |
| **1. WARM UP (3 minutes)**  **Aim:** To review on types of films, recall students’ vocabulary on adjectives to describe film. | | |
| ***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. | |
| **2. PRESENTATION**  **A. ACTIVITY 1 (7 minutes)**  **Aim :** To introduce the new words. | | |
| **Vocabulary:**  - dull (adj) /dʌl/ buồn tẻ, chán; đơn điệu  - violent (adj) /'vaiələnt/ hung dữ; bạo lực, mãnh liệt  - confusing (adj)/kən'fju:ziŋ/ khó hiểu, làm rối lên  - enjoyable (adj)/in'dʒɔiəbl/ thú vị, thích thú  - shocking (adj)/'∫ɒkiŋ/ gây choáng váng | - Teacher introduces the vocabulary.  - Teacher introduces the vocabulary by:   * providing the pictures; * providing the definition of the words.   - Teacher asks students to repeat.   * Ss reads Voc   - Check Voc : What and where | |
| **3. PRACTICE**  **B. ACTIVITY 2 (7 minutes)**  **Aim:** To practice the targeted language (adjectives) and activate the background knowledge. | | |
| **2. Complete, underline keywords, listen to the recordings and check the answer.** *(Exercise 2, p. 84)*  ***Answer key:***  1. shocking  2. dull  3. enjoyable  4. violent  5. confusing | -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. | |
| **4. PRODUCTION :**  **C. ACTIVITY 3 : (8 minutes)**  **Aim:** To help students practice using the adjectives to describe films. | | |
| **TASK 3** Work in pairs. Ask and answer questions about a film you saw recently**.** *(Exercise 3, p. 84)*  A: What film did you see recently?  B: Skyfall.  A: What do you think of it?  B: It’s too violent. | - 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. | |
| **PRONUNCIATION**  **E. ACTIVITY 5 (7 minutes)**  **Aim:** - To let students listen and notice the targeted sounds in individual words | | |
| **4. Listen and repeat, practice pronouncing.** *(Exercise 4, p. 84)*  **Pronunciation: /ɪə/ and /eə/**  Tiếng Anh 7 Unit 8 A closer look 1 trang 84 | Global Success 7 Kết nối tri thức | -Teacher has students listen to the recording once first.  - Students listen to the recording and read out the words.  - Teacher plays the recording for them to listen and repeat each word as a class, then as individuals.  - Teacher check students’ pronunciation if needed. | |
| **F. ACTIVITY 6 (10 minutes)**  **Aim:** To let students practice pronouncing the targeted sounds in sentences. | | |
| **5. Listen and practice the sentences.** *(Exercise 5, p. 84)*  Tiếng Anh 7 Unit 8 A closer look 1 trang 84 | Global Success 7 Kết nối tri thức | - 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. | |
| **5. HOMEWORK : (3 minutes)**  **Aim:** To review the vocabulary in this lesson. | | |
| **-** Learn Vocabulary by heart .  - Redo exercises 2, 3 in notebooks  - Practice Pronounce the sounds **/ɪə/ and /eə/** again  - Prepare Unit 8 A closer look 2 | | Teacher guides Ss to prepare homework |

\*Checking :

Date of planning: 16 -1 -2025 **UNIT 8: FILMS**

Date of teaching: Period 64 : Lesson 3 : Acloser look 2

**I. Objectives** : By the end of the lesson, the students will be able to:

- Understand the use of the connectors: although/ though and however

- Practice using the connectors: although/ though and however in contexts

**1. Knowledge**:

*a.Grammar* : although/ though and however

*b. Vocabulary*: Vocabulary about films

**2. Competences:**

- Develop communication skills

- Be collaborative and supportive in pair work and team work

- Actively join in class activities

**3. Attitude:** Help Ss develop self-study skills.

**II. TEACHING AIDS:**

- Grade 7 textbook, Unit 8, A closer look 2, Computer connected to the Internet, TV,sets of word cards, sachmem.vn

**III. PROCEDURES:**

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| **Contents** | **Teachers and Students ‘ activities** |
| **1. WARM UP (3 minutes)**  **Aim:** To activate students’ prior knowledge related to the targeted grammar: connectors of contrast.  To increase students’ interest. | |
| \* Chatting :  What's the weather like today?  - How are you now?  - What did you do yesterday?  🡪 I **played** soccer with my cousins.  How did you feel ? **- tired**  🡪 I was tired **but** I didn’t drink anything.  Or Although I was tired, I didn’t drink anything. | - Teacher Asks some questions  Students answers  Teacher : We are going to learn about although, despite/ in spite of; however/ nevertheless. |
| **2. PRESENTATION**  **A. ACTIVITY 1 (7 minutes)**  **Aim :** To have students get to know about the connectors: *although/ though* and *however*.  - To help students understand the use of the connectors: although/though and however. | |
| ***\*GRAMMAR :***  ***Although/ though***  We use *although/ though* before a clause to connect two contrasting ideas in the same sentence.  *Examples:*   * *Although/ Though John Peters is an amateur actor, he gave a great performance in his latest film.* * *John Peters gave a great performance in his latest film although/ though he is an amateur actor*.   ***However***  We use *however* to contrast ideas in two sentences. We normally use a comma after it.  *Example:*  *John Peters is an amateur actor. However, he gave a great performance in his latest film* | - Teacher asks students to study the Grammar box.   * Teacher draws students’ attention to the meaning and use of although/ though and however.   - Teacher then asks some more able students to give some more examples.  - Teacher and students discuss the answers.  -Teacher confirms the answers and gives feedback. |
| **3. PRACTICE**  **B. ACTIVITY 2 (7 minutes)**  **Aim:** To check students’ understanding of the connectors *although/though*. | |
| **1. Combine the two sentences, using *ALTHOUGH/ THOUGH.*** *(p. 85)*  . ***Answer key:***  1. Although the questions were very difficult, he solved them easily.  2. Although he was a great actor, he never played a leading role in a film.  3. Although they spent a lot of money on the film, it wasn’t a big success.  4. Although the film was a comedy, I didn’t find it funny at all.  5. Although We played well, we couldn’t win the match. | - Teacher has students work individually.  - Students work individually to combine the sentences.  -Teacher lets students work in pairs and exchange the answers before checking with the whole class (explain each sentence if necessary).  - Teacher confirms the answers and gives feedback. |
| **C. ACTIVITY 3: (6 minutes)**  **Aim:** To check students’ understanding of the connectors *although/though* or *however.* | |
| **2. Complete the sentences, using *ALTHOUGH/ THOUGH* OR *HOWEVER.*** *(p. 85)*  ***Answer key***:  1. Although/ Though  2. However  3. although/ though  4. However  5. although/ though | -Teacher has students work individually.  - Students work individually to complete the sentences.  -Teacher lets students work in pairs and exchange the answers before checking with the whole class (explain each sentence if necessary).  - Teacher confirms the answers and gives feedback. |
| **D. ACTIVITY 4: (7 minutes)**  **Aim:** To check students’ understanding of the connectors *although/though* or *however* in contexts. | |
| **3. Use your own ideas to complete the following sentences. Then compare your sentences with a partner’s.** *(p. 85)*  **Suggest answers :**  1. I don’t really like the film though **my sister likes it**.  2. He felt very well. However, **he stayed in bed.**  3. The film was a great success. However, **it wasn’t given any prizes.**  4. Although it rained all day, **my clothes were dry**.  5. The music in the film was terrible. However, **the visual effect was wonderful.** | - Teacher asks students to read the instruction.  - Teacher asks students to do the exercise individually, using their own ideas to write sentences.  -Teacher then has them work in pairs, comparing their sentences. Teacher can go around to help students.  -Teacher confirms the answers and gives feedback. |
| **E. ACTIVITY 5 (7 minutes)**  **Aim:** To further check students’ understanding of the connectors *although/though* or *however*. | |
| **4. Choose the correct answer (a, b, or c) to complete each sentence.** *(p. 85)*  ***Answer key***:  1. A  2. C  3. A  4. C  5. A | - Teacher has students work independently.  - Teacher asks students to do the exercise individually.  - Teacher lets students work in pairs and exchange the answers before checking with the whole class (explain each sentence if necessary).  -Teacher confirms the answers and gives feedback. |
| **4. PRODUCTION :**  **F. ACTIVITY 6 (5 minutes)**  **Aim:** To help students practise using the connectors *although/though* or *however* | |
| . **5. GAME – CHAIN STORY WITH *ALTHOUGH/ THOUGH*.** *(p.86)*  . *Example*:  *Although it rained yesterday, we went shopping.*  *Although / Though we went shopping, we didn’t buy anything.*  *…* | -Teacher has students work in groups.  - Students write a story beginning with the clause, using the second part of the previous sentence with *although / though* as the first part of the next sentence.   * The group with the longest story wins.   -Teacher lets students work in groups and cross check their answers before checking with the whole class (explain each sentence if necessary).  -Teacher confirms the answers and gives feedback. |
| **5. HOMEWORK : (3 minutes)**  **Aim:** Reactivate the knowledge that students have gained.. | |
| - Learn Structures connectors *although/though* or *however.*  - Redo exercise 2,3,4 .  - Prepare Unit 8 Communication | Teacher guides Ss to prepare homework |

* **Checking :**

Date of planning: 16 -1 -2025 **UNIT 8: FILMS**

Date of teaching:  **Period 65 : Lesson 4 : COMMUNICATION**

**I. Objectives** : By the end of the lesson, the students will be able to:

- accept and decline suggestions; - do a survey about group members’ favorite film;

- report the survey’s result to class.

**1. Knowledge**:

*a. Grammar* : structures to accept and decline suggestions

*b. Vocabulary* : revise vocabulary on types of films, adjectives to describe films.

**2. Competences:**

- Develop communication skills

- Be collaborative and supportive in pair work and team work

- Actively join in class activities

**3. Attitude:** -Help Ss develop self-study skills and responsible

**II. TEACHING AIDS:**

- Grade 7 textbook, Unit 8, Communication, computer connected to the internet , TV/ Pictures/

- sachmem.vn

**III. PROCEDURES:**

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| **Contents** | **Teachers and Students ‘ activities** |
| **1. WARM UP (3 minutes)**  **Aim:** To introduce the lesson | |
| **Game: BRAINSTORMING**  ***Suggested answers:***  Comedy , documentary , fantasy , horror films …… | -Teacher divides the class into 2 teams and asks them to think of “TYPES OF FILMS “  - Ss have 1 min to think of the words related to the topic or they can discuss with their partners.  -Members from each team will take turns to run to the board and write one word.  - Teacher corrects their answers.  - The team which has more correct words will be the winner |
| **2. PRESENTATION**  **A. ACTIVITY 1 (7 minutes)**  **Aim :** To introduce ways to accept/decline suggestions. . | |
| **EVERYDAY ENGLISH**  **1. Listen and read the conversations. Pay attention to the highlighted sentences.** *(Exercise 1, p. 86)*  \* How about + V\_ing?  \* Let’s + V\_infinitive.  *Examples:*  How about going to the cinema tonight?  Let’s go to see A Nightmare at Sao Mai Cinema tonight.  Accepting and decliningsuggestions  - That’s a great idea.  I’d love to, but that’s too far for me to travel. | -Teacher lets students listen to the examples in Ex. 1 in the book.  - Teacher draws their attention to the form of ways to accept/ decline suggestions.  -Teacher and students discuss the form of ways to accept/ decline suggestions.  -Teacher confirms the answers and gives feedback. |
| **3. PRACTICE**  **B. ACTIVITY 2 (8 minutes)**  **Aim:** To give students opportunities to use ways to accept and decline suggestions correctly in context | |
| **2. Work in pairs. Make similar conversation with the following situations.** *(Exercise 2, p. 86)*  1. Situation A  - How about going to the cinema this weekend?  - That’s a great idea.  2. Situation B  - Would you like to go for a picnic with my family tomorrow?  - I’d love to, but I’m busy with my homework tomorrow. | -Teacher has students work on the conversations in pairs.  - Students work on the conversations in pairs.  - Teacher asks some pairs to act out in front of the class.  -Teacher gives feedback and correction (if needed). |
| **C. ACTIVITY 3 : (10 minutes)**  **Aim:** To recall students’ knowledge about the concept of a survey and prepare needed language material for the next task. | |
| **3. Listen to the conversation and fill in the blanks with the words you hear** *(Exercise 3, p.87)*  *1.What kinds of information do you need to ask in the survey?*  *2.Which structures do you need to ask for the information?*   1. Best 2. comedies   3. favourite 4. stars  5. funny | - Teacher asks several questions to set the scene. Then ask students to look at Ex. 3, quickly predict the answers and exchange the ideas with a partner.  Students guess the answers  Teacher Plays the recording and ask students to fill in the blanks, focusing on the structures to ask for information in the survey.  Then let students read through the conversation and answer 2 questions:  -Teacher allows students to peer check first.  -Teacher confirms the answers and gives feedback. |
| **E. ACTIVITY 4 (7 minutes)**  **Aim:** To let students have some time to brainstorm the ideas and do the survey | |
| **4. Works in groups. Do a survey about your group member’s favourite films.** *(Exercise 4, p. 87)*  Tiếng Anh 7 Unit 8 Communication trang 86, 87 | Global Success 7 Kết nối tri thức | - Teacher lets students group up and spend 2 minutes on making the table onto their notebook.  -Students work in groups.  -Then ask them to ask an answer as well as note down among their groups.  -Teacher goes around and listen, make suggestions and corrections if needed |
| **4. PRODUCTION**  **F. ACTIVITY 6 (7 minutes)**  **Aim:** To let students practice talking about others’ favorite films | |
| **5. Report your results to the class** *(Exercise 5, p. 87)*  In our survey we interviewed three members: Lan, Hoa and Minh. Lan likes comedies best. Her favourite comedy is Dr Johny. Hoa and Minh likes fantasies because it’s interesting. They like Harry Potter very much. | -Teacher invites some students to show their survey notes and talk about their group member’s favorite film.  -Students show their survey notes and talk about their group member’s favorite film.  - Teacher allows students to cross check first.  - Teacher listens, gives comments or corrections if needed. |
| **5. HOMEWORK : (3 minutes)**  **Aim:** To review what students have learnt in this lesson. | |
| - Learn suggestions by heart  - Do Exercises C 1,2 ( work books )  - Prepare Unit 8 skills1 | Teacher guides Ss to prepare homework |

* **Checking :**

Date of planning: 17 -1 -2025  **UNIT 8: FILMS**

Date of teaching: Period 66 : Lesson 6: SKILLS 1

**I. Objectives** : By the end of the lesson, the students will be able to:

- Develop reading skill about one’s favourite film

- Talking about a film

**1. Knowledge:**

*a. Grammar :*

*b. Vocabulary*: Vocabulary about the film review of Harry potter and the socerer’s stone

**2. Competences:**

- Develop presentation skill

- Be collaborative and supportive in pair work and team work

- Actively join in class activities

**3. Attitude:** - Help Ss develop self studt .

**II. TEACHING AIDS:**

- Grade 7 textbook, Unit 8, Skills 1, computer connected to the internet , TV

- sachmem.vn

**III. PROCEDURES:**

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| **Contents** | **Teachers and Students ‘ activities** |
| **1. WARM UP (5 minutes)**  **Aim:** To introduce the topic of reading.  To enhance students’ skills of cooperating with team mates. | | |
| **Game: Who is faster?**    ***Animation horror film science fiction film***    ***action film musical fantasy*** | - Teacher divides the class into 2 teams.   * Each team will have to run in a relay to the board to write the correct types of films under the posters. * The team with more correct answers will be the winner.   - Students play the game in team mode.  - Teacher and students discuss the answers.  - Teacher confirms the answers and gives feedback. |
| **2. ACTIVITY 1 : PRE-READING (7 minutes)**  **Aim :** To lead in the reading skills. | | |
| **1. Work in pairs. Discuss the following questions.** *(p. 87)*   * *Do you like fantasies?* * *Why or why not?*   **VOCABULARY**  1. series (n) : chuỗi , loạt ( phim / chương trình )  2. wizard (n) : phù thủy , người có tài phi thường  3. must-see (n) : đáng xem  4. gripping (a) ; lôi cuốn , hấp dẫn | -Teacher has students work in pairs, ask and answer the following questions:  - Students work in pairs.  - Teacher and students discuss the questions and answers.  -Teacher accepts all students’ questions.  - Teacher introduces the vocabulary.  -Teacher asks students to get the meaning in context and try to make up sentences with of the following words  Teacher and students discuss the answers.  Students read Voc  -Teacher confirms students’ answers and checks their pronunciation and gives feedback.  -Check Voc : ***Rub out and Remember*** |
| **3. WHILE-READING**  **B. ACTIVITY 2 (6 minutes)**  **Aim:** To develop reading skill for specific information. | | |
| **2. Read the film review of harry potter and the sorcerer’s stone on mark’s blog. Match the words or phrases with their meanings.** *(p. 87)*  ***Answer key:***  1. b 2. d 3. a 4. c | - Teacher asks students to open the book, read through the text and do the task.  - Students read the text and do the task.  -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 answer and explains which sentences give them the information. |
| **C. ACTIVITY 3 (7 minutes)**  **Aim:** To develop reading skill for specific information. | | |
| **3. Read mark’s blog again and answer the questions.** *(p. 88)*2.  ***Answer key***:  1. Harry Potter and the Sorcerer’s Stone is a fantasy.  2. Daniel Radcliffe is one of the stars in the film.  3. The film tells the story of Harry Potter. He’s a powerful wizard. He is a student at a school for wizards and learns about himself, his family, and the bad things happening around him.  4. People say it’s a must-see for teens. | -Teacher can set a longer time limit for students to read the text again and answer the questions.   * Teacher asks students to read the questions and underline key words, then reminds them to focus on the types of information they have to find.   - Students to work in pairs and find the answer. Students can compare answers before discussing them as a class.  - Teacher allows students to share their answers before discussing it as a class and encourages them to give evidence.  -Teacher calls a student to write his/ her answer on the board, then checks sentence by sentence with the class. |
| **4. PRE- SPEAKING :**  **E. ACTIVITY 4 (5 minutes)**  **Aim:** - To help students form the ideas for their speaking | | |
| **4. Look at the table. Work in pairs. Ask and answer questions about the film kungfu boy.** *(p. 88)*    ***Example***:  *A: How about seeing a film this evening?*  *B: That’s a great idea. What film shall we see?*  *A: Kungfu Boy.*  *B: What kind of film is it?* | -Teacher models this activity with a more able student first.  -Teacher asks students to work in pairs.  -Students work in pair ask and answer  -Teacher can go around to help weaker students.  -Teacher calls on some pairs to practise in front of the class. |
| **6. WHILE-SPEAKING :**  **F. ACTIVITY 5 (7 minutes)**  **Aim:** To help students use what they practice to give a long talk about the film Kungfu Boy. | | |
| **5. Work in groups. Take turns to talk about the film kungfu boy.** *(p. 88)*  Kungfu Boy” is on at Ngoc Khanh Cinema at 4.30 p.m and 8.30 p.m daily. “Kungfu Boy” is a comedy about a very big boy who saves his town and becomes a hero. People say that it’s funny and interesting. | - Teacher has students work in groups, talk about the film Kungfu Boy based on the information from Task 4.  -Students work in groups to do the task  - Teacher goes around to help students.  -After finishing, teacher can call some groups to give presentations in front of the class.  Teacher and students discuss the presentations.  - Teacher gives feedback and comments. |
| **7. POST-READING AND SPEAKING**  **G. ACTIVITY 6 : (5 minutes)**  **Aim :** To help students improve next time.  To help some students enhance their presentation skill. | | |
|  | -Teacher allows students to give comments for their friends and vote for the most interesting and informative presentation.  - Students give comments for their friends and vote for the most interesting and informative presentation.  -Teacher and students discuss the presentations.  -Teacher gives feedback and comments.. |
| **5. HOMEWORK : (3 minutes)**  **Aim:** To revise what they have learnt.. | | |
| - Learn Vocabulary by heart  - Rewrite Ex5 ( page 88 ) . ( reading )  - Do EX D1,2 ( workbooks )  - Prepare Unit 8 Skills 2 | Teacher guides Ss to prepare homework |

Date of planning: 17 -1 -2025 **UNIT 8: FILMS**

Date of teaching:  **Period 67 : Lesson 6: SKILLS 2**

**I. Objectives** : By the end of the lesson, the students will be able to:

- listen for special information about a comedy;

- write a short paragraph about your favorite film.

**1. Knowledge**:

*a. Grammar :* review

*b. Vocabulary*: adjectives to describe films, aspects of a film

**2. Competences:**

- Develop communication skills

- Be collaborative and supportive in pair work and team work

- Actively join in class activities

**3. Attitude:** Help Ss develop self-study skills

**II. TEACHING AIDS:**

* Grade 7 textbook, Unit 8, Skills 2, computer connected to the internet
* sachmem.vn

**III. PROCEDURES:**

|  |  |
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| **Contents** | **Teachers and Students ‘ activities** |
| **1. WARM UP (3 minutes)**  **Aim:** To wake up students’ interest. | |
| **Game: Name the comedy** | - Teacher divides the class into 2 groups and shows them a video of some comedies.  - After the video, teacher asks students to pass the chalk and take turns to run to the board and write down the name of the films that appeared in the video.  - Students take turns to run to the board and write down the name of the films appeared in the video.  - Teacher allows students to cross check first.  - Teacher confirms the answers and gives feedback. |
| **2.** **PRE-LISTENING**  **A. ACTIVITY 1 : (5 minutes)**  **Aim :** To lead in the lesson | |
| **1. Work in pairs and discuss.** *(Exercise 1, p. 89)*  What do you like/ dislike about a comedy? | - Teacher asks students what type of films are in the video in the previous activity.  -Students quickly discuss with a partner.  -Teacher asks what they like/ dislike comedies and why/ why not.  - Teacher gives feedback. |
| **3.** **WHILE-LISTENING**  **B. ACTIVITY 2 (7 minutes)**  **Aim:** To draw students attention to listening skills: predicting, identifying keywords and listening for specific details. | |
| **2. Prediction: Who stars in the film “ Naughty twins “ ? Listen and check.** *(Exercise 2, p. 89)* | -Teacher plays the recording.  - Students listen and focus on the predicted keywords to find out the answer.  - Teacher allows students to peer check first.  -Teacher confirms the answers and gives feedback. |
| **C. ACTIVITY 3 : (7 minutes)**  **Aim:** To help students develop listening skills for specific information | |
| **3. Listening again choose the correct answer.** *(Exercise 3, p. 89)*  **1 A**  **2.C**  **3.A**  **4.A** | - Teacher asks students to read the conversation and to focus on the key information and underline the keywords.  -Teacher plays the recording again.  - students listen and choose the correct answer.  -Teacher lets students peer-check with a partner.  - Teacher calls some students to give the answers to the class and correct the mistakes where necessary, encourages students to explain their answers, and shares some tips on finding the information. |
| **3.**  **PRE- WRITING :**  **E. ACTIVITY 4 : (7 minutes)**  **Aim:** To prepare language material for students to write a film review | |
| **4. Work in groups. Make notes about your favorite film.** *(Exercise 4, p. 89)*  Tiếng Anh 7 Unit 8 Skills 2 trang 89 | Global Success 7 Kết nối tri thức | - Teacher asks students to look at the table, and draws their attention to the information needed.  - Students group up and decide on their favorite film.  - Students work in groups to ask and answer the questions and fill the table.  -Teacher goes around and helps if needed.  - Teacher confirms the answers and gives feedback. |
| **4. WHILE-WRITING:**  **F. ACTIVITY 5 (7 minutes)**  **Aim:** To teach students how to write a film review. | |
| **5. Work in groups, make a film review.** *(Exercise 5, p. 89)* | -Teacher shows a model of a short paragraph about a film review. Then recalls students’ knowledge on the structure of a paragraph.  -Teacher tells students to make a film review about their agreed favorite movie in Task 4. Teacher gives students some time to arrange the work within the groups and give each group an A2 plain card with some colors.   * Teacher allows students time to write a paragraph (about 80 words) about their favorite film, using the suggested ideas/ information in Task 4.   - Teacher asks some students to decorate the card with the colors and stickers.  -Teacher allows students to cross check first.  -Teacher gives feedback. |
| **6. POST-LISTENING AND WRITING**  **G. ACTIVITY 7 (6 minutes)**  **Aim:** To peer check, cross check and final check students’ writing. | |
| . ***Suggested answers:***  **Name of the film:** 3 idiots.  **Type of the film:** comedy.  **Its main actor(s)/ actress(es) or director:** Aamir Khan, Kareena Kapoor, R. Madhavan  **A short summary of the film:**It's the story of 3 students. They are close friends and they are very talented. Rancho is the main character and he loves the daughter of his professor. The film is very hilarious and moving. It has a happy ending.  **Other features of the film:** The acting is natural and excellent. The music is interesting with a fun rhythm. The visuals are beautiful with a lot of beautiful sceneries.  **Reviews about the film:** Critics said that it is one of the best film with moving and hilarious scenes.  It also includes a meaningful message for the young. It has won a lot of precious prizes in India and in the world. | -Teacher asks students to stick their “productions” onto the board.  - Students can go and see others’ work.  -Students then give comments to each other.  -Teacher then gives feedback as a class discussion.  -Teacher checks ideas, grammar, vocabulary and gives comments. |
| **5. HOMEWORK : (3 minutes)**  **Aim:** To allow students finalize their passage after being checked by friends and the teacher. | |
| - Write a passage in the notebooks and hand in the teacher the next period  -Prepare Unit 8 Looking back | Teacher guides Ss to prepare homework |

* **Checking :**

Date of planning: 17 -1 -2024

Date of teaching **UNIT 8: FILMS**

Period 68 : Lesson 7 : LOOKING BACK & Project

**I. Objectives** : By the end of the lesson, the students will be able to:

- Review the vocabulary and grammar of Unit 8

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

1. Knowledge:

*a. Grammar :* the connectors: *although/ though* and *however.*

*b. Vocabulary*: Vocabulary about adjectives describing films

**2. Competences:**

- Develop communication skills

- Develop presentation skill and critical thinking skill

- Be collaborative and supportive in pair work and team work

- Actively join in class activities

**3. Attitude:**

-Help Ss Be more creative when doing the project

- Develop self-study skills

**II. TEACHING AIDS:**

* Grade 7 textbook, Unit 8, Looking back & Project
* Computer connected to the Internet, TV/ Pictures, sachmem.vn

**III. PROCEDURES:**

|  |  |
| --- | --- |
| **Contents** | **Teachers and Students ‘ activities** |
| **1. WARM UP (3 minutes)**  **Aim:** To revise the vocabulary related to the topic and lead in the next part of the lesson.  - To enhance students’ skills of cooperating with team mates. | |
| ***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. |
| **2. PRACTICE :**  **A. ACTIVITY 1 (7 minutes)**  **Aim :** To help students revise types of films. | |
| **1. Match the types of film in column A with their descriptions in column B.** *(p. 90)*  ***Answer key***:  1. d  2. a  3. e  4. c  5. b | - 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. |
| **B. ACTIVITY 2 (7 minutes)**  **Aim:** To encourage students to give examples for types of films. | |
| **2. Give an example for every film type in the box** *(p. 90)*  Tiếng Anh 7 Unit 8 Looking back trang 90 | Global Success 7 Kết nối tri thức  *Example*:  *- a comedy: Mr Bean*  a comedy: Mr Bean  - a fantasy: Harry Potter and the Deathly Hallows  - a science fiction film: 2012  - a documentary: Apollo 11  - a horror film: Zombieland | - 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. |
| **C. ACTIVITY 3 (7 minutes)**  **Aim:** To help students revise adjectives describing films | |
| **GRAMMAR**  **3. Choose the correct answer (a, b, or c) to complete each of the following sentences.** *(p. 90)*  ***Answer key:***  1. C 2. B 3 C  4. A 5. B 6. A | - 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. |
| **D. ACTIVITY 4: (6 minutes)**  **Aim:** To help students revise the connectors: *although/ though* and *however.* | |
| **4. Match the sentences or sentence halves in columns A and B.** *(p.90)*  ***Answer key***:  1. d  2. e  3. a  4. b  5. c | - Teacher asks students to do it individually first.  -Students complete the task individually.  - Teacher then asks them to check their answers with a partner before discussing the answers as a class.  - Teacher reminds students to keep a record of their original answers so that they can use that information in their Now I can... statement. |
| **3. PRODUCTION: PROJECT**  **E. ACTIVITY 1 (7 minutes)**  **Aim:** To allow students to apply what they have learnt (vocabulary and grammar) into practice through a project. | |
| **Posters exhibition:**  Choose one of your favourite films and design a poster for it, including  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 has students work in groups and gives instructions to students as follow:  Students do the project in groups.  - Students vote for the best poster.  -Teacher gives feedback.  - Teacher gives feedback. |
| **4. CONSOLIDATION : (5 minutes)**  **Aim:** To consolidate what students have learnt in the lesson. | |
|  | Teacher asks students to talk about what they have learnt in the lesson. |
| **5. HOMEWORK: (3 minutes)**  **Aim:** To revise what they have learnt.. | |
| **-** Learn the grammar notes by heart  - Do Exercises in workbook .  - Prepare Unit 9 festivals around the world | Teacher guides Ss to prepare homework |

\*Checking :