LESSON PLAN ENGLISH 7( GLOBAL SUCCESS)

Date of planning: 2 - 02 -2025

Date of Teaching**: 7 -02-2025**

Period: 62 UNIT 8: FILMS

# **Lesson 1: Getting started- Let’s go to the cinema tonight!**

**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. Competences**

**-** Talk about a film.

- Develop communication skills and cultural awareness

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

**3. Qualities**

- Establish good opinions in accepting and declining suggestions

- To teach Ss to work hard and love watching film.

- Develop self-study skills

**II. TEACHING AIDS:**

- Grade 7 textbook, Unit 8, Getting Started

- Computer connected to the Internet

- smart TV/ pictures and cards

- sachmem.vn

**III. PROCEDURES: (STAGES)**

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| **Activity 1: Warm-up (5’)**  \* **Aim:** To set the context for the listening and reading text.  To introduce the topic of the unit.  \* **Content:** Look at the picture and answer the questions  **\* Products:** Students answer the questions exactly.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | | **Content** |
| **Warm up**:  \* 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. | | | **Warm up**: ***Chatting***  Look at the picture and answer the questions  *- What are they doing?*  *- Do you like watching films?*  *- What kind of film do you like watching?*  *- Have you ever watched a movie at the cinema?* |
| **Activity 2: Presentation (7’)**  **\* Pre- teaching vocab**  **\* Aim:** To teach Ss new vocabulary related to types of film.  \* **Content:** learn some vocabularies related to the topic.  **\* Products:** Students read and understand the meaning of vocab.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| **\* Pre teach vocabulary**  - Teacher use different techniques to teach vocab (pictures, situation, realia)  - Follow the seven steps of teaching vacab.  - Repeat in chorus and individually  - Copy all the words  *\* Checking vocab: < Rub out and remmember>* | | **\* Vocabulary**  1. fantasy (n): phim viễn tưởng  2. horror film (n): (n.phr) phim kinh dị  3. documentary (n): phim tài liệu  4. comedy (n): phim hài  5. frightening (adj): sợ = scary  6. review /rɪˈvjuː/ (n) : bình luận  7. moving /ˈmuːvɪŋ/ (adj): xúc động | |
| **Activity 3: Practice: 20’** | | | |
| **Task 1:** | | | |
| **\* Aims:** To have student know the topic.  \* **Content:** Listen and read the dialogue.  **\* Products:** Students read and understand the content of the dialogue.  Students know how to role play  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| \* Teacher can play the audio more than once.  \*\* Students listen and read.  \*\*\* Teacher can invite some pairs of students to read aloud.  \*\*\*\* Teacher checks students’ pronunciation and gives feedback. | **TASK 1: Listen and read. *(p.82)*** | | |
| **Task 2**  **\* Aims:** To have students get specific information of the text and understand the conversation better.  \* **Content:** Read the conversation again and choose the correct answer to each question  **\* Products:** Students give the answers.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 2**  \* 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. | **Task 2: Read the conversation again and choose the correct answer to each question.**  **\*Answer key:**  1. b  2. a  3. a  4. c | | |
| **Task 3**  **\* Aims:** To introduce more types of films.  \* **Content:** Choose the correct word or phrase to complete each of the following sentences.  **\* Products:** Ss play in groups and give the answers exactly.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Contents** | | |
| ***Task 3***  \* 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 | **Task 3:** **Choose the correct word or phrase to complete each of the following sentences.**  **\* Answer key:**  1. comedy  2. fantasy  3. documentary  4. science fiction film  5. horror film | | |
| **Task 4:**  **\* Aims:** To introduce adjectives describing films.  \* **Content:** Complete the following sentences with the words in the box.  **\* Products:** Ss write their answers on the board.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 4**  \* First, have Ss work independently.  \*\* Then ask them to share their answers with one or more 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 sentences with the adjectives they have learnt.  \*\*\*\* If there is enough time,T can ask some Ss to write their answers on the board. | **Task 4: Complete the following sentences with the words in the box.**  **\* Answer key:**  1. frightening  2. funny  3. moving  4. boring  5. interesting | | |
| **Activity 4: Production:(5’)**  **\* Aim:** To check students’ vocabulary about types of films and adjectives describing films as well as improve pair work skill  **\* Content:** Ask and answer about a type of film.  **\* Products:** Some pairs to practise in front of the class.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’ activities** | **Content** | | |
| \* Teacher models this activity with a student first.  \*\* Teacher asks students to work in pairs.  \*\*\* Teacher can go around to help weaker students.  \*\*\*\* Teacher calls on some pairs to practice in front of the class. | **Task 5: Work in pairs. Ask and answer about a type of film. Use some of the adjectives in Task 4.**  **\* Example:**  A: Do you like documentaries?  B: No, I don’t.  A: Why not?  B: I think they’re boring. | | |
| **Activity 5: Consolidation (3’)**  \* **Aim:** To consolidate what students have learnt in the lesson.  \* **Content:**Read and understand content of the conversation.  **\* Products:** Say aloud some words they remember from the lesson.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’ activities** | **Content** | | |
| - Teacher asks students to talk about what they have learnt in the lesson. | - Vocab about types of films and adjectives describing films  - Read and understand content of the conversation | | |
| **\* Homework (2’)**  \* **Aim:** To review the lesson and prepare for the next lesson.  \* **Content:** Review the lesson and prepare for the next lesson (A closer look 1)  **\* Products:** Students’ textbook and workbook.  **\* Organization of implementation** | | | |
| **Teacher’s and Ss’ activities** | **Content** | | |
| - T reminds Ss to do homework and prepare the new lesson. | - Learn by heart all the new words.  - Read the dialogue again.  - Prepare lesson 2 ( A closer look 1)*.* | | |

**\* Evaluation:** …………………………………………………………………………………………………………………………………………………………………………………………………………………..

***Date of planning: 8/02/ 2025***

***Date of teaching: 11 /02/ 2025***

**Period: 63 UNIT 8: FILMS**

**Lesson 2: A closer look 1**

**I. OBJECTIVES**

By the end of this lesson, students will be able to gain:

**1. Knowledge**

- Vocabulary: adjectives to describe films

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

**2. Competence**

**-** Use some adjectives to describe film,

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

**3. Qualities**

- Develop self-study skills

**II. TEACHING AIDS**

- Grade 7 textbook, Unit 8, A closer look 1

- Computer connected to the Internet

- Projector, loudspeaker, slides

- sachmem.vn

**III. PROCEDURES : (STAGES**)

|  |  |  |
| --- | --- | --- |
| **Activity 1: Warm-up (5’)**  **\* Aim**: To activate students’ prior knowledge and vocabulary related to the topic.  \* **Content:** Write all the sports and games they have learnt. (know)  **\* Products:** Students answer the questions exactly.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | | **Content** |
| **Warm-up**  \* Teacher divides the class into 2 groups.  \*\*Teacher asks students to match the word and picture exactly 15 seconds.  \*\*\* Students write their answers on the board  \*\*\*\* Teacher confirms the answers and gives feedback.  - The group has more points is the winner. | | **\* Game: Matching** |
| **Activity 2: Presentation (7’)**  **\* Aim:** To enrich students’ vocabulary.  \* **Content:** Some vocab in the lesson.  **\* Products:** Read and understand the meaning of the words.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Pre teach vocabulary**  \* Teacher use different techniques to teach vocab  (providing explanations of the words; showing picture illustrating the words.  \*\* Follow the seven steps of teaching vacab.  \*\*\* Repeat in chorus and individually  \*\*\*\* Copy all the words  **Checking vocab: < what and where>** | **\* Vocabulary**  1. dull (adj) /dʌl/ = boring: buồn tẻ, chán  2. violent (adj)/'vaiələnt/: bạo lực, hung dữ  3. confusing (adj)/kən'fju:ziŋ/: khó hiểu, làm rối lên  4. enjoyable (adj)/in'dʒɔiəbl/: thú vị, thích thú  5. shocking (adj)/'∫ɒkiŋ/: gây choáng váng  **\* Checking vocab: < what and where>** | | |
| **Activity 3: Practice (15’)** | | | |
| **Task 1**:  **\* Aims:**  To teach Ss new adjectives for describing films.  \* **Content:** Work in pairs and match the adjectives with the definitions  **\* Products:** SSgive their answers correctly.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 1**  \* 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. | **Task 1:** **Work in pairs and match the adjectives with the definitions**  ***\* Answer key:***  1. b  2. d  3. a  4. e  5. c | | |
| **Task 2**  **\* Aims:** To practice the targeted language (adjectives) and activate the background knowledge**.**  \* **Content:** Complete the following sentences, using the adjectives in 1.  **\* Products:** Ss say the answers exactly.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 2**  \* 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. | **Task 2: Complete the following sentences, using the adjectives in 1.**  **\* Answer key:**  1. shocking  2. dull  3. enjoyable  4. violent  5. confusing | | |
| **Task3**  **\* Aims:** To help students practice using the adjectives to describe films.  \* **Content:** Work in pairs. Ask and answer questions about a film you saw recently.  **\* Products:** Ss say the answers exactly.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 3**  \* 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. | **Task 3: Role-play: Reporter – Film Critic.**  **\* Example:**  A: What film did you see recently?  B: *The Family is number 1*  A: What do you think of it?  B: It's too funny. | | |
| **Activity 4: PRONUNCIATION (5’)**  **Presentation (Pre-teach the sounds /ɪə/ and /eə/)**  **\* Aims:** To help students have concept and identify the sounds /ɪə/ and /eə/.  **\* Content:** pronounce these two sounds /ɪə/ and /eə/.  **\* Products:** know how topronounce two sounds /ɪə/ and /eə/.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Pre-teach the sounds /ɪə/ and /eə/**  \* Teacher introduces 2 sounds/ɪə/ and /eə/ to students and lets them watch a video about how to pronounce these two sounds.  \*\* T gives some words and show how to pronounce these two sounds.  \*\*\* Teacher quickly explains the rules  \*\*\*\* Teacher asks students to give some words they know containing these sounds. | ***\** PRONUNCIATION**  **/ɪə/ and /eə/**   |  |  | | --- | --- | | **/ɪə/** | **/eə/** | | hear /hɪə(r)/  cheering /ˈtʃɪərɪŋ/  atmosphere /ˈætməsfɪə(r)/  idea /aɪˈdɪə/ | bear /beə(r)/  chair /tʃeə(r)/  stare /steə(r)/  square /skweə(r)/ | | | |
| **Practice (10’)** | | | |
| **Task 4**  **\* Aims:** To teach Ss how to pronounce the sounds /ɪə/ and /ea/ and practice pronouncing these sounds correctly in single words.  \* **Content:**  Listen and repeat the words. Pay attention to the sounds /ɪə/ and /eə/  **\* Products:** Students pronounce words exactly.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 4:**  \* Model the sounds **/ɪə** and **/ea**/ 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 /ɪə/ and /ea/. | **Task 4: Listen and repeat the words. Pay attention to the sounds /ɪə/ and /eə/.**   |  |  | | --- | --- | | /ɪə/ | /eə/ | | idea/aɪˈdɪə/  pier /pɪər  really /ˈrɪə.li/  fear /fɪər/  ear /ɪər/ | nightmare /ˈnaɪt.meər/  their/ðeər/  share/ʃeər/  hair /heər/  chair  /tʃeər/ | | | |
| **Task 5**  **\* Aims:** To help students practise the sounds /ɪə/ and /eə/ in sentences.  \* **Content:** Listen and repeat. Underline the words with the sound /e/ and /æ/.  **\* Products:** Ss underline the words with the sounds /ɪə/ and /eə/ exactly.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’ activities** | **Content** | | |
| \* Teacher asks students to practice 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. | **Task 5: Listen and practice the sentences.**  ***\* 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 airplane is up there, in the air. | | |
| **\* Production (5’)**  \* **Aim:** To give students chance to apply what they have learnt.  \* **Content:***\* Game:* ***BROKEN TELEPHONE***  **\* Products:** Writing and reading the sentences in groups.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’ activities** | **Content** | | |
| \* Teacher explains the rules:  *Teacher calls 16 students and divides them into 2 teams standing in 2 lines. The first student from each line will be shown 1 short sentence containing words with the /ɪə/ and /eə/ sounds. Team members have to whisper one by one till the last. The last student from each line runs to the board and writes down the sentence. The faster one* with the correct sentence will be the winner.  \*\* Students play the game.  \*\*\* Teacher helps students in the game.  \*\*\*\* Teacher gives feedback. | ***\* Game: BROKEN TELEPHONE***  *E.g. There’s a chair under the stairs.* | | |
| **Activity 5: Consolidation (3’)**  \* **Aim:** To consolidate what students have learnt in the lesson.  \* **Content:** Summarize the main content.  **\* Products:** Some students summarize the lesson briefly.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’ activities** | **Content** | | |
| - Teacher asks students to talk about what they have learnt in the lesson | - Some vocab in the lesson  - how to pronounce these two sounds /ɪə/ and /eə/ | | |
| **Homework (2’)**  \* **Aim:** To revise the lesson and prepare for the next lesson.  \* **Content:** Review the lesson and prepare for the next lesson and do exercise in the workbook  **\* Products:** Students’ textbook and workbook  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’ activities** | **Content** | | |
| - T reminds Ss to do homework and prepare the new lesson. | - Learn by heart all the new words. - Rewrite the sentences into notebooks.  - Find some words have the sounds/ɪə/ and /eə/  - Prepare lesson 3 ( A closer look 2)*..* | | |

**\* Evaluation:** ……………………………………………………………………………………………………………………………………………………………………………………………………………………

***Date of planning: 8/02/ 2025***

***Date of teaching: 12 /02/ 2025***

**Period:64 UNIT 8: FILMS**

**Lesson 3: A closer look 2**

**I. OBJECTIVES**

By the end of this lesson, students will be able to gain:

**1. Knowledge**

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

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

**2. Competence**

**-** Ss know how to make sentences using although/though and however

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

**3. Qualities**

- Develop self-study skills

**II. TEACHING AIDS:**

**1. Teacher**:

- Grade 7 textbook, planning lesson ( power point)

- smart TV, computer/ laptop

**2. Students:** Text books, notebooks

**III. PROCEDURES: (STAGES)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Activity 1: Warm-up (5’)**  **\* Aim**: To activate students’ prior knowledge related to the targeted grammar: connectors of contrast.  - To increase students’ interest.  - To enhance students’ skills of cooperating with team mates.  \* **Content:** Game: Sentence puzzling  **\* Products:** Students play the game in groups and arrange the word cards to make a meaningful sentence.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | | **Contents** |
| **Warm up (group work)**  \* Teacher divides the class into 4 groups.  -Teacher delivers different sets of word cards to 4 groups.  -Each group will have to arrange the word cards to make a meaningful sentence.  -The group with a correct sentence will get 1 point  \*\* Students play the game in groups.  \*\*\* Teacher and students discuss the answers.  \*\*\*\* Teacher confirms the answers and gives feedback.  **🡪Lead in**  -Teacher draws students’ attention to the connectors used to create the sentences.  -Teacher introduces the target of the lesson: connectors of contrast – although/ though and however. | | | **Game: Sentence puzzling**  Set 1: He goes out *although* it is raining.  Set 2: She gets good marks *though* she is lazy.  Set 3: The movie is not very interesting. *Howeve*r, people still like to watch it.  Set 4: He studied hard. *However*, he failed the exam. |
| **Activity 2: Presentation (7’)**  **\* 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.  \* **Content:** \* Grammar: Connectors of contrast  **\* Products:** Ss understand and know how to use the connectors: although/ though and however.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| **Grammar:**  \* 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. | | **\* Grammar: *Connectors of contrast***  ***1. 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.*  **2. 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* | |
| **Activity 3 : Practice (15’)** | | | |
| **Task 1 + Task 2**  **\* Aims:** To check students’ understanding of the connectors although/though.  \* **Content:** Combine the two sentences, using although/ though.  **\* Products:** Ss give the correct answers.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 1**  \* 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.  **Task 2**  \* 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. | **Task 1: Combine the two sentences, using although/ though.**  **\* 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.  **Task 2: Complete the sentences, using although/ though or however.**  ***\* Answer key***:  1. Although/ Though  2. However  3. although/ though  4. However  5. although/ though | | |
| **Task 3**  **\* Aims:** To check students’ understanding of the connectors *although/though* or *however* in contexts.  \* **Content:** Use your own ideas to complete the sentences.  **\* Products:** Ss complete the sentences exactly.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 3**  \* 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. | **Task 3: Use your own ideas to complete the sentences.**  1. I don’t really like the film though *my sister likes it*.  2. He felt very well. However, he didn’t go to work.  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. | | |
| **Task 4**  **\* Aims:** To further check students’ understanding of the connectors although/though or however.  \* **Content:** Choose the correct answer A, B or C to complete each sentence.  **\* Products:** Ss choose the correct answer and say aloud in front of the class.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 4**  \* 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. | **Task 4: Choose the correct answer A, B or C to complete each sentence.**  **\* Answer key**:  1. A  2. C  3. A  4. C  5. A | | |
| **Activity 4: Production (5’)**  **Task 5**  **\* Aims:** To help students practice using the connectors although/though or however  \* **Content**: Game – Chain story  **\* Products:** Ss read aloud their answer and check with the whole class.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 5**  \* 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. | ***Task 5 : Game – Chain story***  ***Example*:**  *Although it rained yesterday, we went shopping.*  *Although / Though we went shopping, we didn’t buy anything.*  A: Although / Though the sun is shining, the weather isn't very warm.  B: Although / Though the weather isn't very warm, we go camping.  C: Although / Though we go camping, we don’t prepare anything. | | |
| **Activity 5: Consolidation (3’)**  **\* Aim:** To consolidate what students have learnt in the lesson.  \* **Content:** Summarize the content of the lesson.  **\* Products:** Some students raise their hands and say what students have learnt in the lesson.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’ activities** | **Content** | | |
| Teacher asks students to talk about what they have learnt in the lesson. | **\* Grammar: *Connectors of contrast*** | | |
| **\* Homework (2’)**  \* **Aim:** To revise the knowledge that students have gained in this lesson and prepare the new lesson  \* **Content:** Review the lesson and prepare for the next lesson and do exercise in the workbook  **\* Products:** Students’ textbook and workbook  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’ activities** | **Content** | | |
| - T reminds Ss to do homework and prepare the new lesson. | Make 4 sentences about yourself, using ***Connectors of contrast***  - Prepare lesson 4- Communication. | | |

**\*- Evaluation:** …………………………………………………………………………………………………………………………………………………………………………………………………………………..

***Date of planning: 8/02 / 2025***

***Date of teaching: 14 /02 / 2025***

Period: 65 UNIT 8: FILMS

Lesson 4: Communication

**I. OBJECTIVES**

By the end of this lesson, students will be able to:

**1. Knowledge:**

- accept and decline suggestions;

- do a survey about group members’ favorite film;

- report the survey’s result to class.

- Vocabulary: revise vocabulary on types of films, adjectives to describe films

- Grammar: structures to accept and decline suggestions

**2. Competence:**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

**3. Qualities**

- Develop self-study skills

**II. TEACHNG AIDS**

- Grade 7 textbook, Unit 8, Communication

- Computer connected to the Internet, a lap top

- sachmem.vn

**III. PROCEDURES : (STAGES)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Activity 1: Warm-up (5’)**  **\* Aim**: To activate students’ prior knowledge and to increase students’ interest.  \* Content: Game: Conversation rearranging  **\* Products: Ss** arrange the sentences to make a meaningful conversation. **(**Work in groups)  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Warm up:**  \* Teacher divides the class into 4 groups. Teacher delivers a set of sentences in a conversation to each group.  \*\* Students will have to work in groups to arrange the sentences to make a meaningful conversation. The group with the fastest correct conversation will be the winner.  \*\*\* Teacher allows students to cross check first.  \*\*\*\* Teacher plays the recording to check and ask students to identify the content of the conversation. | Game: Conversation rearranging  \* Keys: | | |
| **Activity 2: Presentation (7’)**  **\* EVERYDAY ENGLISH**  **\* Aim:** To introduce ways to accept/decline suggestions.  \* **Content:** Listen and read the short conversation below, paying attention to the highlighted parts.  **\* Products:** Ss understand the structure of ways to accept/decline suggestions; Role play and practice in front of the class fluently.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | | **Content** |
| **Task 1**  \* 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.  - T asks Ss list of ways to accept and decline suggestions | | | **Task 1: Listen and read the short conversation below, paying attention to the highlighted parts**  *.*  \* How about + V-ing?  \* Let’s + V-infinitive!  It sounds good/ interesting/ great to me/…  *No, thanks./ Thanks but I can’t…* |
| **\*Practice (13’)** | | | |
| **Task 2**  **\* Aims:** To give students opportunities to use ways to accept and decline suggestions correctly in context  \* **Content:** Make a similar conversation and work in pairs ( Role play)  **\* Products:** Role play and practice in front of the class fluently.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| Task 2  \* 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). | | **Task 2:** Work in pairs. Make similar conversations with the following situations  **Example:**  A: Hey, let’s go to the cinema this weekend!  B: Good idea! I like action movie.  A: So do I. I’ll see you at 6 p.m. this Sunday.  B: Great. See you. | |
| **Activity 3: (10’)**  **A SURVEY ABOUT FILMS** | | | |
| **Task 3**  **\* Aims**: -To teach Ss the questions they can ask their classmates to do a survey about their favourite films;  -To help Ss revise vocabulary related to the topic.  \* **Content:** Listen to the conversation and fill in the blanks with the words you hear.  **\* Products:** Students answer the questions exactly.  **\* Organization of implementation**: | | | |
| **Teacher’s and Ss’activities** | | **Contents** | |
| **Task 3**  \* 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.  \*\* Play 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:  What kinds of information do you need to ask in the survey?  Which structures do you need to ask for the information?  \*\*\* Teacher allows students to peer check first.  \*\*\*\* Teacher confirms the answers and gives feedback. | | **Task 3: Listen to the conversation and fill in the blanks with the words you hear.**  **\* Answers:**  (1) best  (2) comedies  (3) favourite  (4) stars  (5) funny | |
| **Task 4**  **\* Aims:** To let students have some time to brainstorm the ideas and do the survey  \* **Content:** Do a survey about your group members’ favourite films.  **\* Products:** Ask and answer the questions in front of the class fluently and exactly.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Contents** | |
| **Task 4**  \* 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 | | **Task 4. Work in groups. Do a survey about your group members’ favourite films.** | |
| **\* Production (5’)**  **\* Aims:** To let students practice talking about others’ favorite films  **\* Content**: Report your results to the class  **\* Products**: Ss report the results of their surveys in front of the whole class  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Contents** | |
| \* 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. | | **Task 5: Report your results to the class.**  My friend's name is Nam. His favourite film is Tom and Jerry because he likes cartoon. The main character are "Tom and Jerry" ,…. this film is funny. | |
| **\* Consolidation (3’)**  **\* Aims:** To consolidate what students have learnt in the lesson.  **\* Content**: Summarize the main content in the lesson.  **\* Products**: Students say what they have learnt in the lesson.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Contents** | |
| Teacher asks students to talk about what they have learnt in the lesson. | | - Practice the form of to accept and decline suggestions;  - do a survey about group members’ favorite film;  - report the survey’s result to class. | |
| **\* Homework (2’)**  **\* Aim:** To revise what they have learnt and prepare for the next lesson Skills 1.  \* **Content:** Review the lesson and prepare for the next lesson and do exersie in the workbook.  **\* Products:** Students’ textbook and workbook.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’ activities** | | **Contents** | |
| - T reminds Ss to do homework and prepare the new lesson. | | - Do EX in the workbook.  - Prepare lesson 5 ( Skills 1) | |

**\*-Evaluation:** ………………………………………………………………………………………………………………………………………………………………………………………………………………

***Date of planning: 10/02 / 2025***

***Date of teaching: 18 /02 / 2025***

Week : 22

Period :66 UNIT 8 : FILMS

Lesson 5 : Skills 1

**I. OBJECTIVES**

By the end of this lesson, students will be able to:

**1. Knowledge**

- Develop reading skill about one’s favourite film

- Develop speaking skill: Talking about a film

**2. Competence**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and teamwork

- Develop presentation skill

- Actively join in class activities

**3. Qualities**

- Develop self-study skills

**II. TEACHING AIDS**

- Grade 7 textbook, lesson plan: Unit 8, Skills 1

- Computer connected to the Internet

- smart TV

- sachmem.vn

III. PROCEDURES: (STAGES)

|  |  |  |
| --- | --- | --- |
| **Activity 1: Warm-up (5’)**  **\* Aim**: To introduce the topic of reading and also revise the previous lesson.  **\* Content:** play a game: PELMANISM  **\* Products:** Ss work in groups and join the game actively.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | | **Contents** |
| **Warm-up**  \* Teacher divides the class into 2 teams.  - Each team will have to choose the pair of number ( 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. | | **Warm-up: PELMANISM** |
| Activity 2: Reading (20’)  Pre-reading | | |
| **Task 1:**  **\* Aim: T**o activate students’ knowledge of the topic of the reading text.  \* **Content:** Look at the picture and answer the questions.  **\* Products:** Students answers the questions in front of the class.  \* Organization of implementation: | | |
| **Teacher’s and Ss’activities** | | **Content** |
| **Task 1**  \* Teacher has students work in pairs, ask and answer the following questions:  *Do you like fantasies?*  *Why or why not?*  \*\* Students work in pairs.  \*\*\* Teacher and students discuss the questions and answers.  \*\*\*\* Teacher accepts all students’ questions. | | **I/ Reading skill:**  **Task 1: Work in pair, discuss the questions.**  Buy Harry Potter &amp; The Sorcerer&#39;s Stone: The Harry Potter Magical Movie  Mode - Microsoft Store  - Do you like fantasies?  - Why or why not? |
| **(Vocab – pre-teach)**  **\* Aim:** To provide students with some lexical items before reading the text.  \* **Content:** Learn some vocabrelated in the lesson.  **\* Products:** Read and understand the meaning of vocab.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | | **Contents** |
| **Pre teach vocabulary**  \* 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.  \*\*\*\* Teacher confirms students’ answers and checks their pronunciation and gives feedback. | | \* 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  **\* Checking vocab: < Rub out and remmember**> |
| **\* While reading** | | |
| **Task 2**  **\* Aims:** To develop reading skill for general information (skimming).  \* **Content:** Match the words or phrases with their meanings  **\* Products:** Some students give the answer and explains which sentences give them the information..  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | **Contents** | |
| **Task 2**  \* 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. | **Task 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**    **\* Answer key:**  1. b 2. d 3. A 4. c | |
| **Task 3**  **\* Aims:** To help students develop their reading skill for specific information (scanning);  To help students broaden and deepen their knowledge of the famous football star Pelé.  \* **Content:** Read the text again and answer the questions.  **\* Products:** Ss answer the questions correctly .  **\* Organization of implementation** : | | |
| **Teacher’s and Ss’activities** | **Contents** | |
| **Task 3**  \* 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.  Teacher asks students to note where they found the information that helped them to answer the questions.  \*\* Teacher asks 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. | **Task 3: Read Mark’s blog again and answer the questions.**  ***Game: Spin the big wheel***  **\* 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. | |
| **Activity 3: Speaking**  **\* Pre - speaking** | | |
| **Task 4:**  **\* Aims:** To help students form the ideas for their speaking.  \* **Content:** Ask and answer questions about the film Kungfu Boy.  **\* Products**: Some pairs practice in front of the class.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | **Contents** | |
| **Task 4**  \* Teacher models this activity with a good student first.  \*\* Teacher asks students to work in pairs.  \*\*\* Teacher can go around to help weaker students.  \*\*\*\* Teacher calls on some pairs to practice in front of the class. | **II. SPEAKING SKILL**  **Task 4:** **Look at the table. Work in pairs. Ask and answer questions about the film Kungfu Boy.**  **\* Example:**  A: Let’s see 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?  A: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
| **\* While- speaking**  **\* Aims:** To help students use what they practice to give a long talk about the film Kungfu Boy  \* **Content:** Work in groups. Take turns to talk about the film Kungfu Boy.  **\* Products:** Some groups give presentations in front of the class.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | **Contents** | |
| **Task 5**  \* 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. | **Task 5:** Work in groups. Take turns to talk about the film Kungfu Boy.  ***Example***:  *Kungfu Boy is on at … at … p.m. It’s a(n) … about …*  *Kungfu Boy is on at Ngoc Khanh Cinema at 4.30 p.m. It's a comedy about a very big boy who saves his town and becomes a hero. It stars Bruce Wane and was directed by John Stevenson. People say that it is very funny and interesting.* | |
| **Activity 4: Post-Reading and Speaking (5’)**  **\* Aims:** -To help students improve next time; To help some students enhance their presentation skill.  \* **Content:**  Students give comments for their friends and vote for the most interesting and informative  **\* Products:** Students give comments in front of the class.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | **Contents** | |
| \* 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. | **Students’ comments** | |
| **\* Consolidation (3’)**  **\* Aims: To** consolidate what students have learnt in the lesson.  \* **Content:** Summarize the lesson’s content briefly.  **\* Products:** Some students say aloud what they have learnt in the lesson.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’ activities** | **Contents** | |
| T - Ss,  - Teacher asks students to talk about what they have learnt in the lesson. | - Read the text about Pele’  - Talk about the famous sportsperson . | |
| **\* Homework (2’)**  \* **Aim:** To revise the knowledge that students have gained in this lesson.  \* **Content:** Review the lesson and prepare for the next lesson .  **\* Products:** Students’ textbook and workbook.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’ activities** | **Content** | |
| - Teacher asks students to write down their opinion about a famous sportsperson. | - Learn by heart vocab.  - Do EX in the workbook.  - prepair Project | |

**\*- Evaluation:** …………………………………………………………………………………………………………………………………………………………………………………………………………………

***Date of planning: 13/02/ 2025***

***Date of teaching: 19/02/ 2025***

**Period: 67 UNIT 8 : FILMS**

**Lesson 6: Skills 2**

**I. OBJECTIVES**

By the end of this lesson, students will be able to:

- listen for special information about a comedy;

- write a short paragraph about your favorite film.

**1. Knowledge:**

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

**- Grammar:** review

**2. Competence:**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

3. Qualities

- Develop self-study skills

**II. TEACHING AIDS**

- Grade 7 textbook, lesson plan: Unit 8: Skills 2

- Computer connected to the Internet, smart TV

- sachmem.vn

III. PROCEDURES : (STAGES)

|  |  |  |
| --- | --- | --- |
| **Activity 1: Warm-up (5’)**  **\* Aim:** To wake up students’ interest.  \* **Content:** Watch a short video and answer some questions  **\* Products:** Ss join the game actively and answer the questions exactly.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | | **Content** |
| **Warm up**  \* The teacher shows the students a short video about 3 minutes and then asks them to answer some questions.  \*\* Students answer the question exactly.  \*\*\* Teacher allows students to give comments on this movie.  \*\*\*\* Teacher confirms the answers and lead in the new lesson | | **\* Game**: Watch a short video and answer some Qs  “ Gia đình là số 1)  Who has seen this movie?  What is the name of the film? The family is number 1  What type of this film? It’s a comedy  What is the film about? *It's about funny situations in a family* |
| **Activity 2: LISTENING**  **Pre-Listening (5’)** | | |
| **Task 1:**  **\* Aim: -** To activate students’ knowledge of the topic of the listening text;  - To help students develop their skill of listening for general information.  \* **Content:** Work in pairs and discuss the following question**.**  **\* Products:** SS answer the question correctly.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | **Content** | |
| **Task 1**  \* 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. | **Task 1: Work in pairs and discuss the following question.**  What do you like / dislike about a comedy?  *I like watching comedies because it's funny and helps me to reduce stress after a hard school day.* | |
| **\* While -listening (10’)** | | |
| **Task 2**  **\* Aims:** To draw students attention to listening skills: predicting, identifying keywords and listening for specific details.  \* **Content:** Listen and answer: *Who stars in Naughty Twins?*  **\* Products:** Students gives the answer correctly  **\* Organization of implementation** : | | |
| **Teacher’s and Ss’activities** | **Content** | |
| **Task 2**  \* 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. | Task 2: **Mark and Hoa are talking about the film Naughty Twins. Listen to their conversation. Who stars in the film?**  **🡪** *Linda Brown and Susan Smith star in the film.* | |
| **Task 3**  **\* Aims: T**o develop students’ skill of listening for specific information (scanning), and identify the exact words to fill the blanks  \* **Content:** Listen and choose the correct answer.  **\* Products:** Ss join the game actively and choose the correct answer.  **\* Organization of implementation** : | | |
| **Teacher’s and Ss’activities** | **Content** | |
| **Task 3**  \* Teacher asks students to read the conversation and to focus on the key information and underline the keywords.  \*\* Teacher plays the recording again. Ask students to 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.  **(** T can have SS play a game:*The big wheel game*) | **Task 3: Listen again and choose the correct answer.**  1. Naughty Twins is a \_\_\_\_\_\_\_\_\_\_.  A. comedy  B. science fiction film  C. horror film  2. The main characters are \_\_\_\_\_\_\_\_\_.  A. old classmates  B. twin brothers  C. twin sisters  3. Where do the twins meet each other for the first time?  A. At a summer camp.  B. At a summer school.  C. At a hospital.  4. People say Naughty Twins is a film that \_\_\_\_.  A. young people should see  B. young people shouldn't see  C. is shocking  *\* Play a game: The big wheel game.*  **1. A 2. C 3. A 4. A** | |
| **Activity 3: WRITING**  **Pre-Writing (5’)** | | |
| **Task 4**  **\* Aims:** To help students brainstorm ideas for their writing.  \* **Content:** Make notes about your favorite film  **\* Products:** Ss write down the important and interesting things in their notebooks.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | **Content** | |
| **Task 4:**  \* Ask Ss to make notes about one of their favourite films. Remind them that they do not have to write full sentences and they can use abbreviations.  \*\* Then ask Ss to share their notes with their partners.  \*\*\* T may read out the notes from some more able Ss to the whole class.  \*\*\*\* Teacher confirms the answers and gives feedback. | **Task 4: Make notes about your favorite film** | |
| **While-Writing (7’)**  **Task 5**  **\* Aim:** To help Ss practise writing a paragraph about their favourite films.  \* **Content:** Write a paragraph of 40-50 words about your favourite films  **\* Products:** Students’ writings in their notebooks.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | **Content** | |
| **Task 5**  \*\* 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. | **Task 5: Write a paragraph of 40-50 words about your favourite films, using the information in 4.**  *My favorite film is Tom and Jerry. It’s an animation. The main characters are Tom and Jerry. It’s about adventures of Tom – the cat and Jerry – the mouse. I like Tom best because he is very stupid but funny, Jerry is very clever and cute. They hate each other but their adventures help them to know more about friendship. You can see it on TV program or watch it on online program. Although I’m a secondary student, I like to see it.* | |
| **Activity 4: Post listening and writing (5’)**  **\* Aim:** To cross check and final check students’ writing.  \* **Content:** Swap and give feedback on each other’s writing.  **\* Products:** Ss give feedback on each other’s writing clearly  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’ activities** | **Content** | |
| **-** Teacher has the groups swap and give feedback on each other’s writing.  Teacher then gives feedback on one writing as a model. | \* Students’ writing. | |
| **Activity 5: Consolidation (3’)**  **\* Aim:** To consolidate what students have learnt in the lesson.  \* **Content:** Ss talk about what they have learnt in the lesson.  **\* Products:** Ss summarize what they have learnt in the lesson briefly  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’ activities** | **Content** | |
| - Teacher asks students to talk about what they have learnt in the lesson. | - listen for special information about a comedy;  - write a short paragraph about your favorite film. | |
| **\* Homework (2’)**  **\* Aim:** To review the knowledge that students have gained in this lesson.  \* **Content:** Review the lesson and prepare for the next lesson and do exersie in the workbook.  **\* Products:** Students’ textbooks and workbooks.  **\* Organization of implementation:** | | |
| * Teacher asks students to write down the email in their books.   - Teacher asks students to prepare the new lesson. | * Rewrite the passage.   - Prepare “ Looking back and project” | |

**\* Evaluation:** ………………………………………………………………………………………………………………………………………………………………………………………………………………..

***Date of planning : 15/02 / 2025***

***Date of preparing: 21/02/2025***

Period: 68 UNIT 8 : FILMS

Lesson 7: Looking back and project

**I. OBJECTIVES**

By the end of this lesson, students will be able to gain:

**1. Knowledge**

- Review the vocabulary and grammar of Unit 8

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

**2. Competence**

- Develop communication skills and creativity

- Develop presentation skill

- Develop critical thinking skill

- Be collaborative and supportive in pair work and team work

- Actively join in class activities

**3. Qualities**

- 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

- Pictures, A0 paper

- Projector/ TV

- sachmem.vn

III. PROCEDURES : (STAGES)

|  |  |  |
| --- | --- | --- |
| **Activity1: Warm-up (7’)**  **\* 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.  **\* Content: *\** Game:** Brainstorming: Types of films  **\* Products:** Ss fill the missing words correctly and fastly in the map.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | | **Content** |
| **Warm up (Team work)**  \* 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. | | ***\** Game:** Brainstorming:  Types of films |
| **Activity 2: VOCABULARY (15’)**  **Task 1**  **\* Aim:** To help Ss revise the vocabulary items they have learnt in the unit.  \* **Content:** Match the types of film in column A with their descriptions in column B.  **\* Products:** Students read the correct answers aloud.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | **Content** | |
| **Task 1**  \* 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. | **Task 1:** **Match the types of film in column A with their descriptions in column B.**  **\* Keys**  1 - d  2 - a  3 - e  4 - c  5 - b | |
| **Task 2 + Task 3**  **\* Aims:** To encourage students to give examples for types of films.  To help students revise adjectives describing films.  \* **Content:** Give an example for every film type in the box**.**  **\* Products:** Some students say out their examples in front of the class  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | **Content** | |
| **Task 2**  \* 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.  **Task 3**  \* 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. | **Task 2: Give an example for every film type in the box.**  **comedy documentary fantasy horror film science-fiction film**  **\* Example**: a comedy: Mr Bean  **Task 3: Choose the correct answer (A, B, or C) to complete each of the following sentences.**  **\* *Answer key:***  1. C  2. B  3. C  4. A  5. B  6. A | |
| **Activity 3: Grammar (10’)** | | |
| **Task 4**  **\* Aims:** To help students revise the connectors: although/ though and however.  \* **Content: Match the sentences or sentence halves in columns A and B.**  **\* Products:** Ss give the correct answers .  **\* Organization of implementation** | | |
| **Teacher’s and Ss’activities** | **Content** | |
| **Task 4**  \* 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. | **Task 4: Match the sentences or sentence halves in columns A and B.**  **\* Answer key:**  1. d  2. e  3. a  4. b  5. c | |
| **Activity 4: Project (10’)**  **\* Aims:** - To allow students to apply what they have learnt (vocabulary and grammar) into practice through a project.  \* **Content:** Posters exhibition: YOUR FAVOURITE FILM  \* **Products:** Students’ project.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | **Content** | |
| **Posters exhibition**  \* 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. | **Posters exhibition: YOUR FAVOURITE FILM**  **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.** | |
| **Activity 5: Consolidation (2’)**  \* **Aim:** To consolidate what students have learnt in the lesson.  \* **Content:** Summarize the lesson’s content.  **\* Products:** A student says what she/ he has just learnt in the lesson.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | **Content** | |
| * **T - Ss** * Teacher asks students to talk about what they have learnt in the lesson. | - revise vocabulary and grammar in unit 8  - Make a poster. | |
| **\* Homework (2’)**  **\* Aim:** To revise the knowledge that students have gained in Unit 8 and To prepare for the next lesson  \* **Content:** Review the lesson and prepare for the next lesson and do exersie in the workbook  **\* Products:** Students’ textbooks and workbooks  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’ activities** | **Content** | |
| - Teacher asks students to revise old lesson and to do exercise in workbook.  - Teacher asks students to complete the project and prepare the new lesson. | - Complete the project  - Prepare for the next lesson: Unit 9 –Lesson 1.  Getting started | |

**\* Evaluation:** …………………………………………………………………………………………………………………………………………………………………………………………………….