Week : 21 UNIT 8: FILMS

# **Period: 62 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. Core competence**

**-** 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. Personal qualities**

- Establish good opinions in accepting and declining suggestions

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

- Develop self-study skills

**II. MATERIALS**

- Grade 7 textbook, Unit 8, Getting Started

- Computer connected to the Internet

- Projector/ 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** | **Content** | | |
| ***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:** …………………………………………………………………………………………………………………………………………………………………………………………………………………..