**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. Core competence**

- Develop communication skills and cultural awareness

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

**3. Personal qualities**

- 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

**Language analysis**

| **Form** | **Pronunciation** | **Meaning** | **Vietnamese equivalent** |
| --- | --- | --- | --- |
| 1. fantasy (n) | /ˈfæntəsi/ | a type of story that is set in a world, or a version of our world, that does not really exist and involves magic, monsters, etc. | phim viễn tưởng |
| 2. horror film (n) | /ˈhɒrə fɪlm / | a film about strange and frightening things that is designed to entertain people | phim kinh dị |
| 3. documentary (n) | /ˌdɒkjuˈmentri/ | a film or a radio or television programme giving facts about something | phim tài liệu |
| 4. comedy (n) | /ˈkɒmədi/ | a play, film or TV show that is intended to be funny, usually with a happy ending; plays, films and TV shows of this type | phim hài |

**Assumptions**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| 1. Students may be lack of knowledge about types of films and adjectives describing films | * Prepare some photos/ posters of films and suggestions on vocabularies and structures to describe films. |
| 2. Students may have underdeveloped listening, reading and  co-operating skills. | * Play the recording many times if any necessary. * Encourage students to work in pairs, in groups so that they can help each other. * Provide feedback and help if necessary. |

Board Plan

| *Date of teaching*  Unit 8: FILMS  **Lesson 1: Getting Started – Let’s go to the cinema tonight!**  **\*Warm-up**  Chatting and describing the picture.  **I. Vocabulary**  1. fantasy (n)  2. horror film (n)  3. documentary (n)  4. comedy (n)  **II. Practice**  Task 1: Listen and read.  Task 2: Read the conversation again and choose the correct answer to each question.  Task 3: Choose the correct word or phrase to complete each of the following sentences.  \* Game: Who is faster?  Task 4: complete the following sentences with the words in the box.  Task 5: Work in pairs. Ask and answer about a type of film. Use some of the adjectives in Task 4.  **\* Homework** |
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**III. PROCEDURES**

***Notes:***

In each activity, each step will be represented as following:

\* Deliver the task

\*\* Implement the task

\*\*\* Discuss

\*\*\*\* Giving comments or feedback

| **Stage** | **Stage aim** | **Procedure** | **Interaction** | **Time** |
| --- | --- | --- | --- | --- |
| WARM-UP | To introduce the topic. | ***Chatting***  \* Teacher asks students some questions related to the topic:   * *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?*   \*\* Students raise hands to answer the questions.  \*\*\* Teacher and students discuss the questions.  \*\*\*\* Teacher accepts all students’ questions. | T-Ss  T-Ss  T-Ss  T-Ss | 3 mins |
| LEAD-IN | To lead in the topic. | \* 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 and students discuss the questions.  \*\*\*\* Teacher accepts all students’ questions. | T-Ss  T-Ss  T-Ss  T-Ss | 2 mins |
| PRESENTATION  (VOCAB- PRE-TEACH) | - To provide students with vocabulary.  - To help students be well-prepared for the listening and reading tasks. | **Vocabulary:**  \* Teacher introduces the vocabulary asking students to brainstorm the types of films they like to see.  \*\* Teacher writes all students’ answers on the board.  \*\*\* Teacher circles or highlights the following words and discuss the meanings of these words:  1. fantasy (n)  2. horror film (n)  3. documentary (n)  4. comedy (n)  \*\*\*\* 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. | T-Ss  T-Ss  T-Ss  T-Ss | 10 mins |
| PRACTICE | To have students get to know the topic.  To have students get specific information of the text.  To introduce more types of films.  To introduce adjectives describing films. | **TASK 1: LISTEN AND READ.** *(p.82)*  \* 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 2: READ THE CONVERSATION AGAIN AND CHOOSE THE CORRECT ANSWER TO EACH QUESTION.** *(p. 83)*  \* Teacher tells students to read the conversation again and work independently to find the answers.  \*\* Students do the task individually.  \*\*\* Teacher allows students to share their answers before discussing it as a class and encourages them to give evidence.  \*\*\*\* Teacher calls some students to give the answers and gives feedback.  ***Answer key:***  1. b  2. a  3. a  4. c  **TASK 3: CHOOSE THE CORRECT WORD OR PHRASE TO COMPLETE EACH OF THE FOLLOWING SENTENCES.** *(p. 83)*  **Game: Who is faster?**  \* Teacher divides the class into 2 teams. Each team will send a leader to play the game on the board.   * Teacher explains instructions of the game: * Teacher reads the features of any types of film in the Vocabulary part. * The two leaders of the teams will have to slap the board at the correct types of film. * Who can slap the correct types of films faster will earn points for the teams.   \*\* Students play the games in team mode.  \*\*\* Teacher has students write down the correct answer on the notebook.  \*\*\*\* Teacher confirms the answers and gives feedback. Teacher can ask for translation to check their understanding  ***Answer key:***  1. comedy  2. fantasy  3. documentary  4. science fiction film  5. horror film  **TASK 4: COMPLETE THE FOLLOWING SENTENCES WITH THE WORDS IN THE BOX.** *(p. 83)*  \* Teacher asks students to work individually to complete the task.  \*\* Students fill in the blanks with the most suitable preposition.  \*\*\* Teacher allows students to share answers before discussing it as a class.  \*\*\*\* Teacher can ask for translation to check their understanding.  ***Answer key:***  1. frightening  2. funny  3. moving  4. boring  5. interesting | T-Ss  S  Ss-Ss  T-Ss  T-Ss  S  Pair work  T-Ss  T-Ss  Teamwork  T-Ss  T-Ss  T-Ss  S  Pair work  T-Ss | 15 mins |
| PRODUCTION | To check students’ vocabulary about types of films and adjectives describing films as well as improve pair work skill. | **TASK 5: WORK IN PAIRS. ASK AND ANSWER ABOUT A TYPE OF FILM. USE SOME OF THE ADJECTIVES IN TASK 4.** *(p. 83)*  \* Teacher models this activity with a more able student first.  \*\* Teacher asks students to work in pairs.  \*\*\* Teacher can go around to help weaker students.  \*\*\*\* Teacher calls on some pairs to practise in front of the class.  ***Example***:  *A: Do you like documentaries?*  *B: No, I don’t.*  *A: Why not?*  *B: I think they’re boring.* | T-Ss  Pair work  T-Ss  Ss-Ss | 10 mins |
| WRAP-UP | To consolidate what students have learnt in the lesson. | Teacher asks students to talk about what they have learnt in the lesson. | T-Ss | 3 mins |
| HOMEWORK | To prepare vocabulary for the next lesson: A closer look 1. | Prepare at least 3 adjectives describing the types of films you like. | T-Ss | 2  min |

**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. Core competence**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

**3. Personal qualities**

- Develop self-study skills

**II. MATERIALS**

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

- Computer connected to the Internet

- Projector, loudspeaker, slides

- sachmem.vn

**Language analysis**

| **Form** | **Pronunciation** | **Meaning** | **Vietnamese equivalent** |
| --- | --- | --- | --- |
| 1. dull (adj) | /dʌl/ | not interesting or exciting | buồn tẻ, chán; đơn điệu |
| 2. violent (adj) | /'vaiələnt/ | containing lots of fighting and killing | hung dữ; bạo lực, mãnh liệt |
| 3. confusing (adj) | /kən'fju:ziŋ/ | difficult to understand, not clear | khó hiểu, làm rối lên |
| 4. enjoyable (adj) | /in'dʒɔiəbl/ | giving pleasure | thú vị, thích thú |
| 5. shocking (adj) | /'∫ɒkiŋ/ | very surprising and difficult to believe | gây choáng váng |

**Assumptions**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| 1. Students may be lack of knowledge about film names and structures to describe films | * Prepare some photos/posters of films and suggestions on vocabularies and structures to describe films. |
| 2. Students may have underdeveloped listening, speaking and co-operating skills. | * Play the recording many times if any necessary. * Encourage students to work in pairs, in groups so that they can help each other. * Provide feedback and help if necessary. |

Board Plan

| *Date of teaching*  Unit 8: FILMS  **Lesson 2: A closer look 1**  \*Warm-up  Mime game: poster – types of films  I. Vocabulary   1. dull (adj) 2. violent (adj) 3. confusing (adj) 4. shocking (adj) 5. enjoyable (adj)   **II. Practice**  Task 1: Work in pairs and match the adjectives with the definitions. (Ex.1)  Task 2: Complete Ex.2, underline KEYWORDS, listen to the recordings and check the answer.  Task 3: Role-play: Reporter – Film Critic. (Ex.3)  Task 4: Listen and repeat, practice pronouncing. (Ex. 4)  Task 5: Listen and practice the sentences.  Task 6: Game: Broken telephone.  **\*Homework:** |
| --- |

**III. PROCEDURES**

***Notes:***

In each activity, each step will be represented as following:

\* Deliver the task

\*\* Implement the task

\*\*\* Discuss

\*\*\*\* Giving comments or feedback

| **Stage** | **Stage aim** | **Procedure** | **Interaction** | **Time** |
| --- | --- | --- | --- | --- |
| WARM-UP | 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. | T-Ss  Ss  T-Ss  T-Ss | 7 mins |
| LEAD-IN | To lead in the topic. | **TASK 1: WORK IN PAIRS AND MATCH THE ADJECTIVES WITH THE DEFINITIONS.** *(Exercise 1, p. 84)*  \* Teacher asks students how they think about different types of film.  \*\* Teacher asks students to work in pairs and quickly do the task.  \*\*\* Teacher allows students to peer check first.  \*\*\*\* Teacher confirms the answers and gives feedback.  ***Answer key:***  1. b  2. d  3. a  4. e  5. c | T-Ss  Pair work  Ss-Ss  T-Ss | 5 mins |
| VOCABULARY (PRE-TEACH) | To introduce the new words.  To practice the targeted language (adjectives) and activate the background knowledge.  To help students practice using the adjectives to describe films. | **Vocabulary:**  \* Teacher introduces the vocabulary.  \*\* Teacher introduces the vocabulary by:   * providing the pictures; * providing the definition of the words.  1. dull (adj) 2. violent (adj) 3. confusing (adj) 4. shocking (adj) 5. enjoyable (adj)   \*\*\* Teacher asks students to repeat.  \*\*\* Teacher rubs out and checks.  **TASK 2: COMPLETE, UNDERLINE KEYWORDS, LISTEN TO THE RECORDINGS AND CHECK THE ANSWER.** *(Exercise 2, p. 84)*  \* Teacher asks students what KEYWORD is and to pay attention to the KEYWORDS in Ex. 2.  \*\* Teacher asks students to do Ex. 2. Have students do the task individually.  \*\*\* Ask them to share their answers in pairs before checking the answers as a class.  \*\*\*\* Teacher then encourages students to explain their answers. Correct if necessary.  ***Answer key:***  1. shocking  2. dull  3. enjoyable  4. violent  5. confusing  **TASK 3: ROLE-PLAY: REPORTER – FILM CRITIC.** *(Exercise 3, p. 84)*  **Pair work: Role-play: Reporter – Film Critic**  \* Teacher sets the scene. Ask some students to explain to each student to check their understanding of their roles and the situations.  \*\* Then let some pairs role-play the conversations in front of the class.  \*\*\* Teacher allows students to cross check first.  \*\*\*\* Teacher then checks pronunciation, if necessary. | T-Ss  T-Ss  T-Ss  T-Ss  T-Ss  Ss  Pair work  T-Ss  T-Ss  Pair work  Ss-Ss  T-Ss | 15 mins |
| PRONUNCIATION | To let students listen and notice the targeted sounds in individual words  To let students practice pronouncing the targeted sounds in sentences.  To test students' quick reaction to the targeted sounds. | **TASK 4: LISTEN AND REPEAT, PRACTICE PRONOUNCING.** *(Exercise 4, p. 84)*  **Pronunciation: /ɪə/ and /eə/**  \* Teacher shows a list of words on the screen and asks students to listen to the recording.  - Teacher asks them to note down the words they hear. Give students a few minutes to look at the words and ask some students to repeat.  \*\* Teacher explains the difference between the sounds: /ɪə/ and /eə/. Then asks students to practice pronouncing words in Ex. 4.   * Teacher plays the recording several times, if necessary, for students to listen and repeat the words.   \*\*\* Teacher allows students to cross check first.  \*\*\*\* Teacher then checks pronunciation and gives feedback, if necessary.  **TASK 5: LISTEN AND PRACTICE THE SENTENCES.** *(Exercise 5, p. 84)*  \* Teacher asks students to practise saying the sentences in pairs or groups.  \*\* Students practice saying the sentences in pairs or groups.  \*\*\* Teacher goes around to offer help or correct pronunciation, if necessary.  \*\*\*\* Teacher calls some students to say the sentences in front of the class. Check their pronunciation if necessary.  **TASK 6: GAME: BROKEN TELEPHONE.**  \* 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. | T-Ss  T-Ss  Ss-Ss  T-Ss  T-Ss  Pair/  Group work  T-Ss  T-Ss  T-Ss  Group work  T-Ss  T-SS | 15 mins |
| WRAP-UP | To consolidate what students have learnt in the lesson. | Teacher asks students to talk about what they have learnt in the lesson. | T-Ss | 2 mins |
| HOMEWORK | To prepare vocabulary for the next lesson: A closer look 2. | Write some sentences to describe at least 3 classmates. | T-Ss | 1 min |

**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. Core competence**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

**3. Personal qualities**

- Develop self-study skills

**II. MATERIALS**

- Grade 7 textbook, Unit 8, A closer look 2

- Computer connected to the Internet

- Projector/ TV/ pictures and cards

- sachmem.vn

**Language analysis**

| **Form** | **Meaning** |
| --- | --- |
| 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. |

**Assumptions**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| 1. Students may find confused when to use the connectors: although /though and however | * Give short and clear explanations with legible examples for each case. |
| 2. Students may have underdeveloped speaking and co-operating skills. | * Give clear instructions, give examples before letting students work in groups. * Provide feedback and help if necessary. |

Board Plan

| *Date of teaching*  Unit 8: FILMS  **Lesson 3: A closer look 2**  **\*Warm-up**  Game: Sentence puzzling  **I. Grammar focus**  Connectors: Although/Though and However  **II. Practice**  Task 1: Combine the two sentences, using *although/ though*.  Task 2: Complete the sentences, using *although/ though* or *however*.  Task 3: Use your own ideas to complete the following sentences. Then compare your sentences with a partner’s.  Task 4: Choose the correct answer (A, B, or C) to complete each sentence.  **III. Production**  Task 5: Game – Chain story with *although/ though*.  **\*Homework** |
| --- |

**III. PROCEDURE**

***Notes:***

In each activity, each step will be represented as following

\* Deliver the task

\*\* Implement the task

\*\*\* Discuss

\*\*\*\* Giving comments or feedback

| **Stage** | **Stage aim** | **Procedure** | **Interaction** | **Time** |
| --- | --- | --- | --- | --- |
| WARM-UP | - 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. | **Game: Sentence puzzling**  \* 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.  ***Set 1****:*  *He goes out although it is raining.*  ***Set 2****:*  *She gets good marks though she is lazy.*  ***Set 3****:*  *He is an amateur actor. However, he acts very well.*  ***Set 4****:*  *He studied hard. However, he failed the exam.* | T-Ss  Group work  T-Ss  T-Ss | 3 mins |
| LEAD-IN | To introduce the targeted grammar: connectors of contrast – *although/ though* and *however*. | * 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*. | T-Ss  T-Ss | 2 mins |
| PRESENTATION | - 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. | \* 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.  ***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 and students discuss the answers.  \*\*\*\* Teacher confirms the answers and gives feedback. | T-Ss  T-Ss  T-Ss  Ss-Ss | 10 mins |
| PRACTICE | To check students’ understanding of the connectors *although/though*.  To check students’ understanding of the connectors *although/though* or *however.*  To check students’ understanding of the connectors *although/though* or *however* in contexts.  To further check students’ understanding of the connectors *although/though* or *however*. | **TASK 1: COMBINE THE TWO SENTENCES, USING *ALTHOUGH/ THOUGH.*** *(p. 85)*  \* 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.  ***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.*** *(p. 85)*  \* 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.  ***Answer key***:  1. Although/ Though  2. However  3. although/ though  4. However  5. although/ though  **TASK 3: USE YOUR OWN IDEAS TO COMPLETE THE FOLLOWING SENTENCES. THEN COMPARE YOUR SENTENCES WITH A PARTNER’S.** *(p. 85)*  \* 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 4: CHOOSE THE CORRECT ANSWER (A, B, OR C) TO COMPLETE EACH SENTENCE.** *(p. 85)*  \* 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.  ***Answer key***:  1. A  2. C  3. A  4. C  5. A | T-Ss  Ss  Pair work  T-Ss  T-Ss  S  Pair work  T-Ss  T-Ss  S  Pair work  T-Ss  T-Ss  S  Pair work  T-Ss | 15 mins |
| PRODUCTION | To help students practise using the connectors *although/though* or *however* | **TASK 5: GAME – CHAIN STORY WITH *ALTHOUGH/ THOUGH*.** *(p.86)*  \* 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.  *Example*:  *Although it rained yesterday, we went shopping.*  *Although / Though we went shopping, we didn’t buy anything.*  *…* | T-Ss  Group work  Ss-Ss  T-Ss | 10  mins |
| WRAP-UP | To consolidate what students have learnt in the lesson. | Teacher asks students to talk about what they have learnt in the lesson. | T-Ss | 3 mins |
| Homework | Reactivate the knowledge that students have gained. | Teacher asks students to do exercises in their Workbook. | T-Ss | 2 min |

**UNIT 8: FILMS**

**Lesson 4: Communication**

I. OBJECTIVES

By the end of this lesson, 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:**

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

- Grammar: structures to accept and decline suggestions

**2. Core competence:**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

**3. Personal qualities**

- Develop self-study skills

**II. MATERIALS**

- Grade 7 textbook, Unit 8, Communication

- Computer connected to the Internet

- Projector, loudspeaker

- sachmem.vn

**Language analysis**

| **Form** | **Meaning** |
| --- | --- |
| Suggestions | \* 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 declining  suggestions | *Examples:*  That’s a great idea.  I’d love to, but that’s too far for me to travel. |

**Assumptions**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| 1. Students may be lack of knowledge about film names and parts of a survey | * Prepare some photos/posters of films and suggestions on vocabularies and structures to describe films. |
| 2. Students may have underdeveloped listening, speaking and  co-operating skills. | * Play the recording many times if any necessary. * Encourage students to work in pairs, in groups so that they can help each other. * Provide feedback and help if necessary. |

Board Plan

| *Date of teaching*  Unit 8: FILMS  **Lesson 4: Communication**  \*Warm-up  Game: Conversation rearranging  **I. Everyday English**  Task 1: Listen and highlight the structures. (Ex.1)  Task 2: Brainstorming: Work in groups, discuss and make a list of ways to accept and decline suggestions.  Task 3: Role-play in given situations. (Ex.2)  **II. A film survey**  Task 4: Listen to a conversation and fill in the blanks. (Ex. 3)  Task 5: Work in groups, ask and answer. (Ex. 4)  Task 6: Presentation: Talking about group members’ favorite films.  **\*Homework** |
| --- |

**III. PROCEDURES**

***Notes:***

In each activity, each step will be represented as following:

\* Deliver the task

\*\* Implement the task

\*\*\* Discuss

\*\*\*\* Giving comments or feedback

| **Stage** | **Stage aim** | **Procedure** | **Interaction** | **Time** |
| --- | --- | --- | --- | --- |
| WARM-UP | To activate students’ prior knowledge and vocabulary related to the targeted grammar of giving suggestions and ways to accept/ decline them. | **Game: Conversation rearranging.**  \* 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. | T-Ss  Group work  Ss-Ss  T-Ss | 5 mins |
| EVERYDAY ENGLISH | To introduce ways to accept/decline suggestions.  To give students opportunities to use ways to accept and decline suggestions  correctly in context. | **TASK 1: LISTEN AND READ THE CONVERSATIONS. PAY ATTENTION TO THE HIGHLIGHTED SENTENCES.** *(Exercise 1, p. 86)*  \* 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.  **TASK 2: WORK IN PAIRS. MAKE SIMILAR CONVERSATION WITH THE FOLLOWING SITUATIONS.** *(Exercise 2, p. 86)*  \* 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). | T-Ss  Ss  T-Ss  T-Ss  T-Ss  Pair work  Ss-Ss  T-Ss | 10 mins |
| A SURVEY ABOUT FILMS | To recall students’ knowledge about the concept of a survey and prepare needed language material for the next task.  To let students have some time to brainstorm the ideas and do the survey | **TASK 3: LISTEN TO THE CONVERSATION AND FILL IN THE BLANKS WITH THE WORDS YOU HEAR** *(Exercise 3, p.87)*  \* 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:   1. What kinds of information do you need to ask in the survey? 2. 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 4: WORKS IN GROUPS. DO A SURVEY ABOUT YOUR GROUP MEMBER’S FAVOURITE FILMS.** *(Exercise 4, p. 87)*  \* 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 | T- Ss  T-Ss  Pair work  T-Ss  T-Ss  Group work  Group work  T-Ss | 21 mins |
| FURTHER PRACTICE | To let students practice talking about others’ favorite films. | **TASK 5: REPORT YOUR RESULTS TO THE CLASS** *(Exercise 5, p. 87)*  \* 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. | T-Ss  Ss  Ss-Ss  T-Ss | 3  mins |
| WRAP-UP | To consolidate what students have learnt in the lesson. | Teacher asks students to talk about what they have learnt in the lesson. | T-Ss | 1 mins |
| HOMEWORK | To reactivate the knowledge that students have gained. | Teacher asks students to do exercises in their Workbook. | T-Ss | 1 min |

**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. Core competence**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and teamwork

- Develop presentation skill

- Actively join in class activities

**3. Personal qualities**

- Develop self-study skills

**II. MATERIALS**

- Grade 7 textbook, Unit 8, Skills 1

- Computer connected to the Internet

- Projector/ TV/ pictures and cards

- sachmem.vn

**Language analysis**

| **Form** | **Pronunciation** | **Meaning** | **Vietnamese equivalent** |
| --- | --- | --- | --- |
| 1. series (n) | /ˈsɪəriːz/ | a set of television or radio programmes or podcasts that deal with the same subject or that have the same characters | chuỗi, loạt (phim, chương trình) |
| 2. wizard (n) | /ˈwɪzəd/ | a man with magic powers | phù thủy, người có tài phi thường |
| 3. must-see (n) | /‘mʌst-siː/ | used to tell people that something is so good or interesting that they should see | đáng xem |
| 4. gripping (a) | /ˈɡrɪpɪŋ/ | exciting or interesting in a way that keeps your attention | lôi cuốn, hấp dẫn |

**Assumptions**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| 1. Students may lack knowledge about some lexical items. | * Provide students with the meaning and pronunciation of words. |
| 2. Students may have underdeveloped reading, speaking and co-operating skills. | * Let students read the text again (if needed). * Create a comfortable and encouraging environment for students to speak. * Encourage students to work in pairs, in groups so that they can help each other. * Provide feedback and help if necessary. |
| 3. Some students will excessively talk in the class. | * Define expectation in explicit detail. * Have excessive talking students practise. * Continue to define expectations in small chunks (before every activity). |

Board Plan

| *Date of teaching*  Unit 8: FILMS  **Lesson 5: Skills 1**  **\*Warm-up**  Game: Who is faster?  **I. Reading**  Task 1: Work in pairs. Discuss the following questions.  ***Vocabulary***  1. series (n)  2. wizard (n)  3. must-see (n)  4. gripping (a)  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.  Task 3: Read Mark’s blog again and answer the questions.  **II. Speaking**  Task 4: Look at the table. Work in pairs. Ask and answer questions about the film Kungfu Boy.  Task 5: Work in groups. Take turns to talk about the film Kungfu Boy.  **\*Homework** |
| --- |

**III. PROCEDURES**

***Notes:***

In each activity, each step will be represented as following

\* Deliver the task

\*\* Implement the task

\*\*\* Discuss

\*\*\*\* Giving comments or feedback

| **Stage** | **Stage aim** | **Procedure** | **Interaction** | **Time** |
| --- | --- | --- | --- | --- |
| WARM-UP | - To introduce the topic of reading.  - To enhance students’ skills of cooperating with team mates. | **Game: Who is faster?**  \* 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.   |  |  | | --- | --- | | ***animation*** | ***horror film*** | |  |  | | ***science fiction film*** | ***action film*** | |  |  | | ***musical*** | ***fantasy*** | | T-Ss  Teamwork  T-Ss  T-Ss | 5 mins |
| PRE-READING | To lead in the reading skills. | **TASK 1: WORK IN PAIRS. DISCUSS THE FOLLOWING QUESTIONS.** *(p. 87)*  \* 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. | T-Ss  Pair work  T-Ss  T-Ss | 2 mins |
| WHILE-READING | To provide students with some lexical items before reading the text.  To develop reading skill for specific information.  To develop reading skill for specific information. | **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:  1. series (n)  2. wizard (n)  3. must-see (n)  4. gripping (a)  \*\*\* Teacher and students discuss the answers.  \*\*\*\* Teacher confirms students’ answers and checks their pronunciation and gives feedback.  **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.** *(p. 87)*  \* 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.  ***Answer key:***  1. b  2. d  3. a  4. c  **TASK 3: READ MARK’S BLOG AGAIN AND ANSWER THE QUESTIONS.** *(p. 88)*  \* 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.  ***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. | T-Ss  T-Ss  T-Ss  T-Ss  T-Ss  Ss  Pair work  T-Ss  T-Ss  Pair work  Pair work  T-Ss | 10 mins |
| PRE-SPEAKING | To help students form the ideas for their speaking. | **TASK 4: LOOK AT THE TABLE. WORK IN PAIRS. ASK AND ANSWER QUESTIONS ABOUT THE FILM KUNGFU BOY.** *(p. 88)*  \* 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.    ***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?* | T-Ss  Pair work  T-Ss  Ss-Ss | 5 mins |
| WHILE-SPEAKING | To help students use what they practice to give a long talk about the film Kungfu Boy. | **TASK 5: WORK IN GROUPS. TAKE TURNS TO TALK ABOUT THE FILM KUNGFU BOY.** *(p. 88)*  \* 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.  ***Example***:  *Kungfu Boy is on at … at … p.m. It’s a(n) … about …* | T-Ss  Group work  T-Ss  Ss | 10 mins |
| POST-READING AND SPEAKING | * 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. | T-Ss  Ss-Ss  T-Ss  T-Ss | 3 mins |
| WRAP-UP | To consolidate what students have learnt in the lesson. | Teacher asks students to talk about what they have learnt in the lesson. | T-Ss | 2 min |
| HOMEWORK | Prepare for the next lesson. | Prepare for the next lesson: Looking back and Project. | T-Ss | 2 min |

**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. Core competence:**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

**3. Personal qualities**

- Develop self-study skills

**II. MATERIALS**

- Grade 7 textbook, Unit 8, Skills 2

- Computer connected to the Internet

- Projector, loudspeaker

- sachmem.vn

**Assumptions**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| 1. Students may lack of knowledge about how to summarise a film. | * Prepare some suggestions on vocabularies and structures to summarise a film. |
| 2. Students may have underdeveloped listening, speaking and co-operating skills. | * Play the recording many times if any necessary. * Encourage students to work in pairs, in groups so that they can help each other. * Provide feedback and help if necessary. |

Board Plan

| *Date of teaching*  Unit 8: FILMS  **Lesson 6: Skills 2**  \*Warm-up  Game: Name the comedy  **I. Listening**  Task 1: Work in pairs and discuss. (Ex.1)  Task 2: Prediction: Who stars in Naughty Twins?  → Listen and check. (Ex. 2)  Task 3: Listen again and choose the correct answer. (Ex.3)  **II. Writing**  Task 4: Work in groups. Make notes about your favorite film. (Ex. 4)  Task 5: Work in groups, make a film review.  Task 6: Class gallery → Giving peer-reflection & evaluation.  **\*Homework:** |
| --- |

**III. PROCEDURES**

***Notes:***

In each activity, each step will be represented as following:

\* Deliver the task

\*\* Implement the task

\*\*\* Discuss

\*\*\*\* Giving comments or feedback

| **Stage** | **Stage aim** | **Procedure** | **Interaction** | **Time** |
| --- | --- | --- | --- | --- |
| WARM-UP | 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. | T-Ss  Group work  Ss-Ss  T-Ss | 5 mins |
| PRE-LISTENING | To lead in the lesson. | **TASK 1: WORK IN PAIRS AND DISCUSS.** *(Exercise 1, p. 89)*  \* 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. | T-Ss  Pair work  T-Ss  T-Ss | 2 mins |
| WHILE-LISTENING | To draw students attention to listening skills: predicting, identifying keywords and listening for specific details.  To help students develop listening skills for specific information. | **TASK 2: PREDICTION: WHO STARS IN 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.  **TASK 3: LISTENING AGAIN CHOOSE THE CORRECT ANSWER.** *(Exercise 3, p. 89)*  \* 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-Ss  S  Pair work  T-Ss  T-Ss  T-Ss  Pair work  T-Ss | 10 mins |
| PRE-WRITING | To prepare language material for students to write a film review. | **TASK 4: WORK IN GROUPS. MAKE NOTES ABOUT YOUR FAVORITE FILM.** *(Exercise 4, p. 89)*  \* 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. | T-Ss  Group work  T-Ss  T-Ss | 5 mins |
| WHILE-WRITING | To teach students how to write a film review. | **TASK 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. | T-Ss  Group work  Ss-Ss  T-Ss | 12 mins |
| POST-LISTEN  AND WRITE | To peer check, cross check and final check students’ writing. | **TASK 6: CLASS GALLERY → GIVING PEER-REFLECTION & EVALUATION.**  \* 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. | T-Ss  Ss-Ss  Ss-Ss  T-Ss | 3 mins |
| WRAP-UP | To consolidate what students have learnt in the lesson. | Teacher asks students to talk about what they have learnt in the lesson. | T-Ss | 1 min |
| HOMEWORK | To allow students finalise their paragraph after being checked by friends and the teacher. | - Rewrite the film review in your notebook.  - Prepare for the next lesson (Unit 8 - Lesson 7: Looking back and Project). | T-Ss | 1 min |

**UNIT 8: FILMS**

**Lesson 7: Looking back & 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. Core 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. Personal qualities**

- Be more creative when doing the project

- Develop self-study skills

**II. MATERIALS**

- Grade 7 textbook, Unit 8, Looking back & Project

- Computer connected to the Internet

- Pictures, A0 paper

- Projector/ TV

- sachmem.vn

**Assumptions**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| 1. Students may have underdeveloped speaking, writing and co-operating skills when doing the project. | * Encourage students to work in pairs, in groups so that they can help each other. * Provide feedback and help if necessary. |
| 2. Some students will excessively talk in the class. | * Define expectation in explicit detail. * Have excessive talking students practise. * Continue to define expectations in small chunks (before every activity). |

Board Plan

| *Date of teaching*  Unit 8: FILMS  **Lesson 7: Looking back & Project**  **\*Warm-up**  Brainstorming: Types of films  **I. Looking back**  Task 1: Match the types of film in column A with their descriptions in column B.  Task 2: Give an example for every film type in the box.  Task 3: Choose the correct answer (A, B, or C) to complete each of the following sentences.  Task 4: Match the sentences or sentence halves in columns A and B.  **II. Project**  Posters exhibition:  **\*Homework** |
| --- |

**III. PROCEDURES**

***Notes:***

In each activity, each step will be represented as following

\* Deliver the task

\*\* Implement the task

\*\*\* Discuss

\*\*\*\* Giving comments or feedback

| **Stage** | **Stage aim** | **Procedure** | **Interaction** | **Time** |
| --- | --- | --- | --- | --- |
| WARM-UP | - 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. | T-Ss  Team work  Ss  T-Ss | 3 mins |
| LOOKING BACK | * To help students revise   types of films.  To encourage students to give examples for types of films.  To help students revise adjectives describing films.  To help students revise the connectors: *although/ though* and *however.* | **TASK 1: MATCH THE TYPES OF FILM IN COLUMN A WITH THEIR DESCRIPTIONS IN COLUMN B.** *(p. 90)*  \* 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.  ***Answer key***:  1. d  2. a  3. e  4. c  5. b  **TASK 2: GIVE AN EXAMPLE FOR EVERY FILM TYPE IN THE BOX** *(p. 90)*  \* 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.  *Example*:  *- a comedy: Mr Bean*  **TASK 3: CHOOSE THE CORRECT ANSWER (A, B, OR C) TO COMPLETE EACH OF THE FOLLOWING SENTENCES.** *(p. 90)*  \* 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.  ***Answer key:***  1. C  2. B  3. C  4. A  5. B  6. A  **TASK 4: MATCH THE SENTENCES OR SENTENCE HALVES IN COLUMNS A AND B.** *(p.90)*  \* 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.  ***Answer key***:  1. d  2. e  3. a  4. b  5. c | T-Ss  Ss  Pair work  T-Ss  T-Ss  Ss  Ss-Ss  T-Ss  T-Ss  Ss  Pair work  T-Ss  T-Ss  Ss  Pair work  T-Ss | 17 mins |
| PROJECT | To allow students to apply what they have learnt (vocabulary and grammar) into practice through  a project. | **Posters exhibition:**  \* Teacher has students work in groups and gives instructions to students as follow:  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.  \*\* Students do the project in groups.  \*\*\* Students vote for the best poster.  \*\*\*\* Teacher gives feedback. | Group work  Group work  Group work  T-Ss | 22 mins |
| WRAP-UP | To consolidate what students have learnt in the lesson. | Teacher asks students to talk about what they have learnt in the lesson. | T-Ss | 2 mins |
| HOMEWORK | To prepare for the next lesson. | Prepare for the next lesson: Unit 9 – Lesson 1: Getting Started. | T-Ss | 1 min |