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| **Tiết thứ**  **UNIT 8: FILMS**  **Lesson 2: A closer look 1** | | |
| **Class** | **Date of teaching** | **Attendence** |
| 8A | ..../09/2022 |  |
| 8B | ..../09/2022 |  |
| 8C | ..../09/2022 |  |

**I. OBJECTIVES:** By the end of this lesson, students will be able to gain the following things

**1. Knowledge:**

- Vocabulary: adjectives to describe films

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

**2. Competence:**

**a) General competencies:**

- Develop communication skills and creativity

**b) Specific competencies:**

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

1. **Qualities:**

- Develop self-study skills

**II. PREPARATIONS**

**Teacher:** Grade 8 text book, laptop, TV, pictures and realia, Computer connected to the Internet. Sach mem.vn

**Students:** Text books, pencils, pics, blank papers, realia,….

**III. PROCEDURE:**

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

\* Deliver the task

\*\* Implement the task

\*\*\* Discuss

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

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| **Activity 1. WARM UP (5’-IW, PW)**  **\* Aims:** To review on types of films, recall students’ vocabulary on adjectives to describe film.  **\* Content:** Help Ss remember types of films and distinguish them.  **\* Product:** Having a chance to speak English and focus on the topic of the lesson..  **\* Implementation:**Teacher’s instructions… | |
| **Teacher’s & Student’s activities** | **Content** |
| ***Game: Mime game:***  \* Teacher explains the game rules:  \*\* One student goes to the board and turns his/her back to the board. The teacher shows the poster of a film. Other students have to show the expressions to help him/her guess the type of the film.  \*\*\* Teacher and students discuss the answers.  \*\*\*\* Teacher confirms the answers and gives feedback. | Mime game:  poster – types of films |
| **Activity 1. VOCABULARY (PRE-TEACH) (7'- PW, IW)**  **\* Aim:** To lead in the topic and introduce the new words.  **\* Content:** Help Ss think about the meaning of the words by guessing.  **\* Product:** Match the adjectives with their meanings.  **\* Implementation:**Teacher’s instructions… | |
| **Teacher’s & Student’s activities** | **Content** |
| \* Teacher introduces the vocabulary.  \*\* Teacher introduces the vocabulary by:   * providing the pictures; * providing the definition of the words.   **TASK 1: WORK IN PAIRS AND MATCH THE ADJECTIVES WITH THE DEFINITIONS.** *(Exercise 1, p. 84)*  \* Teacher asks students how they think about different types of film.  \*\* Teacher asks students to work in pairs and quickly do the task.  \*\*\* Teacher allows students to peer check first.  \*\*\*\* Teacher confirms the answers and gives feedback. | **Vocabulary:**   1. dull (adj) 2. violent (adj) 3. confusing (adj) 4. shocking (adj) 5. enjoyable (adj)   **1. Match the following adjectives with their meanings.** *(Ex 1, P84 )*  ***Answer key:***  1. b  2. d  3. a  4. e  5. c |
| **Activity 2. PRACTICE (23’-IW, PW, GW)**  **\* Aim:** To practice the targeted language (adjectives) and activate the background knowledge.  **\* Content:** To help students practice using the adjectives to describe films.  **\* Product:** Ss can understand and apply them to complete the sentences  **\* Implementation:** | |
| **TASK 2: COMPLETE, UNDERLINE KEYWORDS, LISTEN TO THE RECORDINGS AND CHECK THE ANSWER.** *(Exercise 2, p. 84)*  \* Teacher asks students what KEYWORD is and to pay attention to the KEYWORDS in Ex. 2.  \*\* Teacher asks students to do Ex. 2. Have students do the task individually.  \*\*\* Ask them to share their answers in pairs before checking the answers as a class.  \*\*\*\* Teacher then encourages students to explain their answers. Correct if necessary. | **2. Complete the following sentences, using the adjectives in 1.***(Ex 2, P84)*  ***Answer key:***  1. shocking  2. dull  3. enjoyable  4. violent  5. confusing |
| **Activity 3. PRACTICE (23’-IW, PW, GW)**  **\* Aim:** To help students practice using the adjectives to describe films.  **\* Content: S**tudents practice using the adjectives to describe films.  **\* Product:** Ss can understand and practice speaking English with their friends  **\* Implementation:** | |
| **TASK 3: ROLE-PLAY: REPORTER – FILM CRITIC.** *(Exercise 3, p. 84)*  **Pair work: Role-play: Reporter – Film Critic**  \* Teacher sets the scene. Ask some students to explain to each student to check their understanding of their roles and the situations.  \*\* Then let some pairs role-play the conversations in front of the class.  \*\*\* Teacher allows students to cross check first.  \*\*\*\* Teacher then checks pronunciation, if necessary. | **3. Work in pairs. Ask and answer the questions about a film you saw recently.***(Ex 3, P84)* |
| **Activity 3. PRONUNCIATION (23’-IW, PW, GW)**  **\* Aim:** To let students listen and notice the targeted sounds in individual words.  **\* Content: S**tudents listen and practice pronunciation of **/ɪə/ and /eə/.**  **\* Product:** Ss can distinguish pronunciation of **/ɪə/ and /eə/.**  **\* Implementation:** | |
| **TASK 4: LISTEN AND REPEAT, PRACTICE PRONOUNCING.** *(Exercise 4, p. 84)*  **Pronunciation: /ɪə/ and /eə/**  \* Teacher shows a list of words on the screen and asks students to listen to the recording.  - Teacher asks them to note down the words they hear. Give students a few minutes to look at the words and ask some students to repeat.  \*\* Teacher explains the difference between the sounds: /ɪə/ and /eə/. Then asks students to practice pronouncing words in Ex. 4.   * Teacher plays the recording several times, if necessary, for students to listen and repeat the words.   \*\*\* Teacher allows students to cross check first.  \*\*\*\* Teacher then checks pronunciation and gives feedback, if necessary. | **4. Listen and reapeat the words. Pay attention to the sounds /ɪə/ and /eə/.***(Ex 4, P84)* |
| **Activity 5. PRONUNCIATION (10’-IW, PW, GW)**  **\* Aim:** To let students practice pronouncing the targeted sounds in sentences.  **\* Content:** Ss listen and reapeat the sentences then practice them.  **\* Product:**Ss can pronoun the words contained the sounds: /ɪə/ and /eə/.  **\* Implementation:** | |
| **Teacher’s & Student’s activities** | **Content** |
| **TASK 5: LISTEN AND PRACTICE THE SENTENCES.** *(Exercise 5, p. 84)*  \* Teacher asks students to practise saying the sentences in pairs or groups.  \*\* Students practice saying the sentences in pairs or groups.  \*\*\* Teacher goes around to offer help or correct pronunciation, if necessary.  \*\*\*\* Teacher calls some students to say the sentences in front of the class. Check their pronunciation if necessary.  **\* Home assignment**  To prepare vocabulary for the next lesson: A closer look 2. | 1. **Listen and repeat, pay attention to the underlined words Then practice the**   **sentences.***(Exercise 5, p. 84)*  **\* Home assignment**  Write some sentences to describe at least 3 classmates |

**V. FEEDBACK:**

With 8A ……………………………………………………………………………..…

With 8B …………………………...……………………………………..……………

With 8C ………………………………………………………………………….……

**Dành cho địa phương có phần 5**

**5. WRAP-UP & HOME WORK (2’)**

To consolidate what students have learnt in the lesson.

**\* HOME WORK**

- Do more exercises in workbook.

- Teacher asks students to talk about what they have learnt in the lesson.