

202Week: 21

Period: 61

Date of teaching: 23/1/2025

UNIT7: PROJECT

Lesson 7: Timing: 1 period (45 minutes)

I. Objectives

1. Knowledge: By the end of this lesson, students can :

a. Skills:

Speaking: talk about traffic

Write: write a paragraph about traffic problems .

b. Language:

Vocabulary: use some vocabulary related to traffic

Grammar: use "it" to talk about distance and use " should/shouldn't" in paragraph about traffic

2. Competence

Actively join in class activities and develop communication skills and creativity.

3. Attitude





Students can develop communication skills and creativity, be collaborative and supportive in pair work and teamwork and actively join in class activities

II. Teaching aids (& materials)

Student book TA 7, ppt file, pictures of

III. Procedure

Project presentation (40 minutes)

Goal	The activity aims at presenting a project TRAFFIC SIGNS																		
Input	<div><div></div><div><p>GROUP DIVISION</p><p>(Here are report samples (samples 1, 2, 3, 4) teacher can use to guide students to work well and check their work)</p><p>Group: Secondary school: Class:</p><table border="1"><thead><tr><th>Group members' full names</th><th>Responsibilities</th><th>Contents need doing</th><th>Time to finish</th></tr></thead><tbody><tr><td> </td><td> </td><td> </td><td> </td></tr></tbody></table></div><div></div><div><p>GROUP'S TIME</p><p>THE SCHEDULE OF THE GROUP, GROUP MEETING, PLANNED REPORT DATE WITH TEACHER</p><p>The title of the project: Group: Secondary school: Class: Full name:</p><table border="1"><thead><tr><th>Time</th><th>What you did</th><th>Who you work with</th><th>Where</th><th>Group evaluation</th></tr></thead><tbody><tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr></tbody></table></div></div>	Group members' full names	Responsibilities	Contents need doing	Time to finish					Time	What you did	Who you work with	Where	Group evaluation					
Group members' full names	Responsibilities	Contents need doing	Time to finish																
Time	What you did	Who you work with	Where	Group evaluation															

INDIVIDUAL REPORT

The title of the project:
Group:
Secondary school: Class:
Full name:

Time	What to do	Work with whom	Where	Self-evaluation

TEACHER'S REPORT

Secondary school:
Class:

Student	Project's title	Problems students find unclear	Teacher's answers


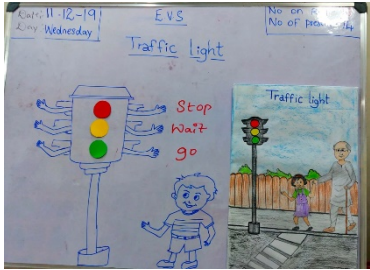
GROUP'S ATTENDANCE ASSESSMENT FORM

Group:
Class:

Order	Criteria	Marks				Comments and evaluation
		3	2	1	0	
1	Define the tasks of the project.					
2	Assign detailed tasks to group members.					
3	Plan for expense used for the project.					
4	Individuals and group members complete the assigned tasks.					
5	Create an effective product.					
6	Complete and fill in the study reports of the projects.					
7	Present the reports clearly, fluently, interestingly.					
8	Students present the projects clearly, coherently, show their knowledge applied in doing the projects.					

Procedure

- Ask Ss to read the instructions. Make sure they understand what to do.
- Ask Ss to work in groups to do the project. Ss themselves may take pictures of signs or draw them to meet the requirement for the project.
- Remember to have the 'show and tell' session and vote for the best designs.

	- If time is limited, assign the project in earlier lessons such as in GETTING STARTED lesson. Make sure you guide them carefully and check their progress after each lesson. In the last lesson (LOOKING BACK), ask Ss to present their designs to the class.
Outcome	<p>1.</p>   <p>2. On my way to school, I can see some “no U-turn” signs in two sides of the road. This sign is understood to express areas where drivers cannot change the direction of their vehicle into the opposite direction.</p>

Wrap-up: (5 minutes)

- Ask Ss to summarize what they have learnt in the lesson.
- Have Ss look at the objectives written on the board at the beginning of the lesson and tick the objectives they can do.
- Ask Ss to complete the self-assessment table.
- Identify any difficulties, weak areas, and provide further practice.

Now I can ...	✓	✓✓	✓✓✓
<ul style="list-style-type: none"> • use the words related to the topic <i>Traffic</i>. • pronounce the sounds /aɪ/ and /eɪ/ correctly. • use <i>it</i> to indicate distance. • use <i>should</i> / <i>shouldn't</i>. • ask and answer questions about means of transport. • read about traffic rules. • talk about obeying traffic rules. • listen about traffic problems in a city. • write a paragraph about traffic problems. 			

*EVALUATION:

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Week: 21

Period: 62

Date of teaching: 24/1/2025

Lesson 1: UNIT 8: FILMS - Getting started – Let's go to the cinema tonight!

Timing: 1 period (45 minutes)

I. Objectives

1. Knowledge: By the end of this unit students can:

a. Skills:

- *Main skill*

Speaking: tell everyone about films

- *Sub- skills:*

Reading: read for specific information about films

Listening: listen for specific information about films

Writing: outline some vocabulary and grammar items related to the topic

b. Language:

Vocabulary: name some vocabulary about films

Grammar: use connectors: although/though and however

2. Competence

Students can tell everyone about their favourite films and outline some vocabulary and grammar items related to the topic

3. Attitude

Students can develop communication skills and creativity, be collaborative and supportive in pair work and teamwork and actively join in class activities

II. Teaching aids (& materials)

Student book TA 7, ppt file, pictures of hobbies

III. Procedure


Activity 1: Setting the scene (5 minutes)

Goal	The activity aims at creating an active atmosphere in the class before the lesson and leading into the new unit
Input	"FILMS"
Procedure	Before Ss open their books, T asks Ss the name of the pictures. Summarize Ss' answers and ask them what these activities are called. Elicit the word 'FILMS'. Write the unit title on the board FILMS. Let Ss open their books and start the lesson.
Outcome	1. Ss have an exciting atmosphere to start the lesson 2. Expected answers: - Titanic, playing soccer, collecting stamps, listening to music...

Activity 2: Teaching new words (10 minutes)

Goal	The activity aims at providing students with vocabulary and helping students well-prepared for the listening and reading tasks.
Input	1. fantasy (n) tưởng tượng 2. horror film (n) phim kinh dị 3. documentary (n) phim tài liệu 4. comedy (n) phim hài 5. nightmare(n) cơn ác mộng
Procedure	- follow steps of teaching new vocabulary - use “WHAT AND WHERE”to check vocabulary
Outcome	1. Ss have certain vocabulary for the listening and reading tasks. 2. five new words

Activity 3 : Eliciting the conversation, vocabulary, sounds, and grammar points (5 minutes)

Goal	The activity aims at setting the context for the introductory conversation and introducing the topic of the unit, the vocabulary, the sounds, and the grammar points to be learnt.
Input	
Procedure	Ask Ss to look at the pictures and answer the questions 1. What can you see in the pictures? 2. <i>What are they talking about?</i> 3. What are the type of films? - T introduces the two characters: Mark and Mi. Explain they are friends. Quickly write Ss' answers on the board. - Play the recording twice for Ss to listen and read along. Have Ss underline the words that are related to the topic of the unit while they are listening and reading. - Invite some pairs of Ss to read the conversation aloud. - Have Ss say the words in the text that they think are related to the topic Films. Quickly write the words on one part of the board. Comment on Ss' answers

Outcome	<p>1. Ss understand the topic of the unit, the vocabulary, the sounds, and the grammar points to be learnt.</p> <p>2. Expected answer: fantasy, horror film, documentary, comedy...</p>
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Activity 4 : Reading the dialogue(5 minutes)

Goal	The activity aims at helping Ss understand the conversation..
Input	<p>2 Read the conversation again and choose the correct answer to each question.</p> <ol style="list-style-type: none"> What does Mark suggest doing tonight? <ul style="list-style-type: none"> A. Watching a TV show. B. Watching a film. C. Staying at home. Why doesn't Mark want to see <i>An Old Pier</i>? <ul style="list-style-type: none"> A. He doesn't like that type of film. B. It's not on at a convenient time. C. He saw it last week. The word "<u>reviews</u>" in the conversation mostly means _____. <ul style="list-style-type: none"> A. people's opinions about a film B. interesting scenes in a film C. what people don't like about a film What do people think of <i>Our Holiday</i>? <ul style="list-style-type: none"> A. Everyone likes it. B. No one likes it. C. Most people like it.
Procedure	<p>First, ask Ss to read the conversation again and work independently to find the answers. Allow them to share their answers with a partner before discussing as a class. Ss may read the conversation again to confirm their answers before giving T the answers.</p> <ul style="list-style-type: none"> - Elicit the answers from Ss. Ss underline these answers - Write the correct answers on the board.
Outcome	<p>1. Ss understand the conversation</p> <p>2. Key: 1. b 2. a 3. a 4. c</p>

Activity 5 : Revising vocabulary (5 minutes)

Goal	The activity aims at introducing some vocabulary items related to types of film
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Input	<p>3 Choose the correct word or phrase to complete each of the following sentences.</p> <ol style="list-style-type: none"> 1. A film that tries to make the audience laugh is a (comedy / documentary). 2. A film that is based only on imagination, not on real facts, is a (comedy / fantasy). 3. A film that shows real life events or stories is a (documentary / horror film). 4. A film that is set in the future, often about science, is a (cartoon / science fiction film). 5. A film in which strange and frightening things happen is a (horror film / comedy).
Procedure	<ul style="list-style-type: none"> - Ask Ss read sentences to complete - Have Ss work individually to choose the correct word or phrase to complete each of the following sentences. Have them compare their answers with a partner. Then ask for Ss' answers. Quickly write their answers on the board without confirming the correct answers. - Have Ss listen to the recording, check their answers and repeat the words / phrases. Ask Ss to look at the answers on the board and say if they are right or wrong. Confirm the correct answers. - Have some Ss practise saying the words and phrases again.
Outcome	<p>1. Ss master some vocabulary items related to kind of film</p> <p>2. – Key 1. comedy 2. fantasy 3. documentary</p> <p> 4. science fiction film 5. horror film</p>

Activity 6 : Categorizing hobbies (5 minutes)

Goal	The activity aims at helping Ss categorize hobbies..
Input	<p>4 Complete the following sentences with the words in the box.</p> <div> <div>funny frightening interesting</div> <div>boring moving</div> </div>
Procedure	<ul style="list-style-type: none"> - Have Ss work in pairs and complete the table. - Write their answers on the board. Have Ss add more words to the table.
Outcome	Answer key:

	1. frightening 2. funny 3. moving 4. boring 5. interesting
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Activity 7 : Interviewing (5 minutes)

Goal	The activity aims at helping Ss practise using the vocabulary items related to type of film
Input	5 Work in pairs. Ask and answer about a type of film. Use some of the adjectives in 4.
Procedure	- Set time (3 - 5 minutes) for Ss to do this activity. - Then ask the classmates around to complete the table, using the questions 'Do you like...?'. The student who completes the table first wins. He / She reads aloud the names they have.
Outcome	1. Ss use vocabulary items related to type of film in speaking 2. Expected answer: A: Do you like documentaries? B: No, I don't. A: Why not? B: I think they're boring.

Wrap-up: (5 minutes)

- Ask one or two Ss to tell the class what they have learnt.
- Ask Ss to say aloud some words they remember from the lesson.
- If there is a projector in the classroom, then T should show the conversation and highlight the key words related to the topic. It would be helpful if T also highlights in the conversation about although and the words with the sounds /iə/ and /eə/, and tells Ss that they will learn these language points in the upcoming lessons.

*EVALUATION:

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Week: 21

Period: 63

Date of teaching: 25/1/2025

UNIT1: FILMS

Lesson 2: - A CLOSER LOOK 1 + LANGUAGE FOCUS 1,2,3

Timing: 1 period (45 minutes)

I. Objectives

1.Knowledge: By the end of this unit students can:

a. Skills:

- *Main skill*

Speaking: pronounce the sounds /ɪə/ and /eə/ correctly in sentences

- *Sub- skill:*

Listening: listen for the sounds /ɪə/ and /eə/

b. Language:

Vocabulary: some adjectives to describe films

Grammar: use correct form of verbs after “like, hate” to talk about their likes/dislikes

2. Competence

Students can pronounce the sounds /ɪə/ and /eə/ correctly in sentences and tell everyone about their classmate’s hobbies

3. Attitude

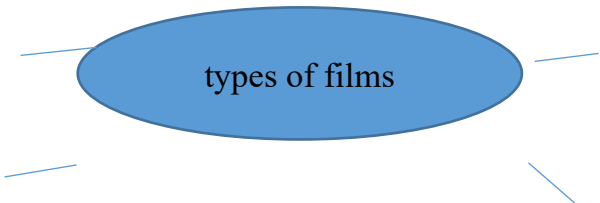
Students can develop communication skills and creativity, be collaborative and supportive in pair work and teamwork and actively join in class activities

II. Teaching aids (& materials)

Student book TA 7, p.p.t file

III. Procedure

Activity 1: Setting the scene (5 minutes)

Goal	The activity aims at creating an active atmosphere in the class before the lesson and leading into the new unit
Input	BRAINSTORM 
Procedure	- Some words Ss learnt in the previous lesson.
Outcome	1. Ss have an exciting atmosphere to start the lesson 2. Expected answers:

	- fantasy, horror film, documentary, comedy,...
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Activity 2 : Presenting some adjectives (10 minutes)

Goal	The activity aims at helping Ss practise adjectives with their meaning.										
Input	<p>1 Match the following adjectives with their meanings.</p> <table border="1"> <tr> <td>1. dull</td><td>a. difficult to understand, not clear</td></tr> <tr> <td>2. violent</td><td>b. not interesting or exciting</td></tr> <tr> <td>3. confusing</td><td>c. giving pleasure</td></tr> <tr> <td>4. shocking</td><td>d. containing lots of fighting and killing</td></tr> <tr> <td>5. enjoyable</td><td>e. very surprising and difficult to believe</td></tr> </table>	1. dull	a. difficult to understand, not clear	2. violent	b. not interesting or exciting	3. confusing	c. giving pleasure	4. shocking	d. containing lots of fighting and killing	5. enjoyable	e. very surprising and difficult to believe
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2. violent	b. not interesting or exciting										
3. confusing	c. giving pleasure										
4. shocking	d. containing lots of fighting and killing										
5. enjoyable	e. very surprising and difficult to believe										
Procedure	<ul style="list-style-type: none"> - Have Ss do this activity individually. Have Ss read and match their meaning, sure they understand the sentences. - Let them share their answers in pairs. Invite some Ss to give the answers. - Write the correct answers on the board. 										
Outcome	<p>Answer key:</p> <p>1. b</p> <p>2. d</p> <p>3. a</p> <p>4. e</p> <p>5. c</p>										

Activity 3 : Practising adjectives (5 minutes)

Goal	The activity aims at giving further practice with adjectives.		
Input	<p>2 Complete the following sentences, using the adjectives in 1.</p> <table border="0"> <tr> <td> <p>1. I found the film <i>A Polluted Planet</i> hard to believe. It's a very _____ documentary.</p> <p>2. The film was so _____ that we almost fell asleep.</p> </td><td> <p>3. I think you will enjoy <i>Our Holiday</i>. It's quite _____.</p> <p>4. There were too many fights in the film. It was too _____.</p> <p>5. I didn't really understand the film. It was very _____.</p> </td></tr> </table>	<p>1. I found the film <i>A Polluted Planet</i> hard to believe. It's a very _____ documentary.</p> <p>2. The film was so _____ that we almost fell asleep.</p>	<p>3. I think you will enjoy <i>Our Holiday</i>. It's quite _____.</p> <p>4. There were too many fights in the film. It was too _____.</p> <p>5. I didn't really understand the film. It was very _____.</p>
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Procedure	<ul style="list-style-type: none"> - Teacher asks students to read the words provided aloud and give them their meaning if necessary. - Teacher asks Ss to work individually. 		

	<ul style="list-style-type: none"> - Then, teacher calls some students to check and asks them to explain their answers. - Teacher checks students 'answers as a class.
Outcome	1. Ss practise more adjectives 2. Answer key: 1. shocking 2. dull 3. enjoyable 4. violent 5. confusing

Activity 4 : Practising more on vocabulary (5 minutes)


Goal	The activity aims at giving further practice with
Input	<div style="display: flex; align-items: flex-start;"> <div style="background-color: #fff9c4; padding: 5px; margin-right: 10px;"> 3 Work in pairs. Ask and answer questions about a film you saw recently. </div> <div> <p>Example:</p> <p>A: What film did you see recently?</p> <p>B: Skyfall.</p> <p>A: What do you think of it?</p> <p>B: It's too violent.</p> </div> </div>
Procedure	<ul style="list-style-type: none"> -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.
Outcome	A: What film did you see recently? B: A: What do you think of it? B: It's

Activity 5 : Pronouncing the sounds (5 minutes)

Goal	The activity aims at helping Ss identify how to pronounce the sounds /ɪə/, /eə/ and practise pronouncing these sounds in words.
Input	Pronunciation /ɪə/ and /eə/

Procedure	<p>Have some Ss read out the words first. Then play the recording for them to listen and repeat the words they hear. Ask them to pay close attention to the two sounds. Play the recording as many times as necessary.</p> <p>Explain to Ss the difference between the two sounds if needed. Invite some Ss to say some words they know that include the two sounds.</p>												
Outcome	<p>1. Ss can identify how to pronounce the sounds /ɪə/, /eə/</p> <p>2. Expected answer:</p> <table border="1"> <thead> <tr> <th>/ɪə/</th><th>/eə/</th></tr> </thead> <tbody> <tr> <td>idea</td><td>nightmare</td></tr> <tr> <td>pier</td><td>their</td></tr> <tr> <td>really</td><td>share</td></tr> <tr> <td>fear</td><td>hair</td></tr> <tr> <td>ear</td><td>chair</td></tr> </tbody> </table>	/ɪə/	/eə/	idea	nightmare	pier	their	really	share	fear	hair	ear	chair
/ɪə/	/eə/												
idea	nightmare												
pier	their												
really	share												
fear	hair												
ear	chair												

Activity 6 : Interviewing (10 minutes)

Goal	The activity aims at helping Ss pronounce the sounds /ɪə/, /eə/ correctly in sentences.
Input	<p>5 Listen and repeat, paying attention to the underlined words.  Then practise the sentences.</p>
Procedure	<ul style="list-style-type: none"> - Have Ss quickly read the sentences. Now play the recording for Ss to listen to the sentences. Ask them to pay attention to the underlined parts and tick the appropriate sounds. - Invite some Ss to share their answers. Confirm the correct ones. - Play the recording again for Ss to repeat the sentences. - Have Ss practise the sentences in pairs. Invite some pairs to read the sentences aloud. Comment on their pronunciation of the sounds.
Outcome	<p>1. Ss pronounce the sounds /ɪə/, /eə/ correctly in sentences.</p> <p>2. Expected answer:</p> <ol style="list-style-type: none"> 1. Is <u>there</u> a cinema <u>near</u> <u>here</u>? 2. <u>There's</u> a <u>chair</u> under the <u>stairs</u>. 3. Put your <u>earphones</u> <u>near</u> <u>here</u>. 4. I don't <u>care</u> about your <u>idea</u>. 5. Our <u>aeroplane</u> is up <u>there</u>, in the <u>air</u>.

Wrap-up: (5 minutes)

- Ask Ss to summarise what they have learnt in the lesson.

- Have Ss look at the objectives written on the board at the beginning of the lesson and tick the objectives they can do.
- Ask ss to do Language focus 1,2 and 3 at home

1 Match the types of film in column A with their descriptions in column B.

A	B
1. science fiction film	a. This type of film makes you laugh.
2. comedy	b. This type of film has supernatural events.
	c. This type of film gives us useful information about animals, science or technology.
	d. This type of film is about life in the future, robots, and space travel.
	e. This is a frightening type of film.

2 Give an example for every film type in the box.

comedy documentary
fantasy horror film
science fiction film

Example: a comedy: *Mr Bean*

3 Choose the correct answer A, B, or C to complete each sentence.

- The film was long and _____. Many people went home before it ended.
A. funny B. shocking
C. dull
- The film is too _____ with a lot of fighting and killing scenes.
A. funny B. violent
C. interesting
- A _____ story often makes us feel afraid.
A. moving B. interesting
C. frightening
- The news was _____. I couldn't believe it.
A. shocking B. funny
C. confusing
- _____ films often make us cry.
A. Amusing B. Moving
C. Funny
- The road signs were _____ and we soon got lost.
A. confusing B. shocking
C. interesting

***EVALUATION:**

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DUYỆT CỦA TỔ TRƯỞNG

NGƯỜI SOẠN

Phạm Thị Tuyết Hoa

Nguyễn Thanh Huy