

Week: 22
Period: 64
Date of teaching: 30/1/2025

UNIT 8: FILMS

Lesson 3: A CLOSER LOOK 2 + LANGUAGE FOCUS 4

Timing: 1 period (45 minutes)

I. Objectives

1. Knowledge: By the end of this unit students can be able to use although, though/however correctly

2. Competence

Students can use although, though/however in contexts

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,

III. Procedure

Activity 1: Setting the scene (10 minutes)

Goal	The activity aims at creating an active atmosphere in the class before the lesson and leading into the new unit
Input	GAME UNDERLINE CONNECTORS IN SENTENCES <i>1. He goes out although it is raining.</i> <i>2. She gets good marks though she is lazy.</i> <i>3. He is an amateur actor. However, he acts very well.</i> <i>4. He studied hard. However, he failed the exam.</i>
Procedure	<ul style="list-style-type: none">- In group, Ss discuss to underline the word to find down connector words in sentences.- The group which can finish all the sentences first and has all correct answers will be the winner.- Teacher checks and corrects Ss' answer.- Teacher says: "This target of lesson today is going to tell you about "connectors of contrast – <i>although/ though</i> and <i>however</i>." <p>CONNECTORS OF CONTRAST</p> <ul style="list-style-type: none">- 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 <p><i>Although/ though</i></p>

	<p>We use <i>although/ though</i> before a clause to connect two contrasting ideas in the same sentence.</p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> - <i>Although/ Though John Peters is an amateur actor, he gave a great performance in his latest film.</i> - <i>John Peters gave a great performance in his latest film although/ though he is an amateur actor.</i> <p>However</p> <p>We use <i>however</i> to contrast ideas in two sentences. We normally use a comma after it.</p> <p><u>Example:</u></p> <p><i>John Peters is an amateur actor. However, he gave a great performance in his latest film</i></p>
Outcome	<p>1. Ss have an exciting atmosphere to start the lesson</p> <p>2. Expected answers:</p> <ol style="list-style-type: none"> 1. He goes out <u>although</u> it is raining. 2. She gets good marks <u>though</u> she is lazy. 3. He is an amateur actor. <u>However</u>, he acts very well. 4. He studied hard. <u>However</u>, he failed the exam.

Activity 2 : Identifying and using connectors of contrast (5 minutes)

Goal	The activity aims at helping ss identify and the uses connectors of contrast.
Input	<p>1 Combine the two sentences, using <i>although / though</i>.</p> <p><u>Example:</u></p> <p>She watched the film twice. She didn't understand the film. → Although / Though she watched the film twice, she didn't understand it.</p> <p>→ She didn't understand the film although / though she watched it twice.</p> <ol style="list-style-type: none"> 1. The questions were very difficult. He solved them easily. 2. He was a great actor. He never played a leading role in a film. 3. They spent a lot of money on the film. The film wasn't a big success. 4. The film was a comedy. I didn't find it funny at all. 5. We played well. We couldn't win the match.
Procedure	<p>Ask Ss to do the exercise individually and then check their answers in pairs.</p> <p>- Invite some Ss to share their answers. Confirm the correct answers.</p>
Outcome	<p>1. Ss identify and remember the uses connectors of contrast.</p> <p>2. Expected answer:</p> <ol style="list-style-type: none"> 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.

	<p>3. Although they spent a lot of money on the film, it wasn't a big success.</p> <p>4. Although the film was a comedy, I didn't find it funny at all.</p> <p>5. Although We played well, we couldn't win the match.</p>
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Activity 3 : Practising the correct connectors of contrast (5 minutes)

Goal	The activity aims at helping Ss practise the correct connectors of contrast
Input	<p>2 Complete the sentences, using <i>although / though or however</i>.</p> <p>1. _____ the acting in the film was good, I didn't like its story.</p> <p>2. I felt really tired. _____, I went to see the film.</p> <p>3. I really enjoyed the new film _____ most of my friends didn't like it.</p> <p>4. He studied hard for the exam. _____, he failed it.</p> <p>5. Mai speaks English very well _____ her native language is Vietnamese.</p>
Procedure	<p>Have Ss do this exercise individually and then compare their answers with a partner.</p> <ul style="list-style-type: none"> - Ask some Ss to write their answers on the board. - Check the answers with the whole class. - Confirm the correct answers.
Outcome	<p>1. Ss can use the correct connectors of contrast.</p> <p>2. Key:</p> <p>1. Although/ Though</p> <p>2. However</p> <p>3. although/ though</p> <p>4. However</p> <p>5. although/ though</p>

Activity 4 : Practising more with connectors of contrast (10 minutes)

Goal	The activity aims at giving further practice with the connectors of contrast
Input	<p>3 Use your own ideas to complete the following sentences. Then compare your sentences with a partner's.</p> <p>1. I don't really like the film though _____.</p> <p>2. He felt very well. However, _____.</p> <p>3. The film was a great success. However, _____.</p> <p>4. Although it rained all day, _____.</p> <p>5. The music in the film was terrible. However, _____.</p>
Procedure	<ul style="list-style-type: none"> -Teacher asks students to read the instruction. -Teacher asks students to do the exercise individually, using their own ideas to write sentences.

	<p>-Teacher then has them work in pairs, comparing their sentences. Teacher can go around to help students.</p> <p>- Teacher confirms the answers and gives feedback.</p>
Outcome	<p>1. Ss master the ways how to use the connectors of contrast correctly</p> <p>2. expect answers:</p> <ol style="list-style-type: none"> 1. my friends said it was a very interesting film 2. he didn't go for a walk this morning as usual 3. they didn't go to see 4. they didn't stop their outdoor activities 5. the acting was excellent

Activity 5 : Practising more with connectors of contrast (5 minutes)

Goal	The activity aims at helping Ss do further practice with the connectors of contrast.
Input	<p>4 Choose the correct answer A, B, or C to complete each sentence.</p> <div> <p>1. Mary overslept this morning _____ she went to bed early last night. A. although B. because C. so</p> <p>2. _____ the sun is shining, it isn't very warm. A. Because B. However C. Though</p> <p>3. I don't like running. _____ I like swimming. A. But B. So C. However</p> <p>4. _____ the film was exciting, Jim fell asleep in the cinema. A. However B. Because C. Although</p> <p>5. The story of the film is silly. _____ many people still enjoyed it. A. However B. Though C. But</p> </div>
Procedure	<p>- Have Ss work in individual to circle the correct answers.</p> <p>- lets students work in pairs and exchange the answers before checking with the whole class</p> <p>- Comment and confirm the correct answers.</p>
Outcome	<p>1. Ss master the ways how to use the connectors of contrast.</p> <p>2. Expected answer:</p> <ol style="list-style-type: none"> 1. A 2. C 3. A 4. C 5. A

Activity 6 : Making sentences with the connectors of contrast. (5 minutes)

Goal	The activity aims at helping Ss make sentences with the present simple.
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Input	5 GAME Chain story Work in groups. Develop a story using <i>although / though</i> .
Procedure	<ul style="list-style-type: none"> - Divide Ss into groups. Assign a group leader. - Write a verb on the board and have Ss make a sentence with the verb, using the present simple form. - Students write a story beginning with the clause, using the second part of the previous sentence with <i>although / though</i> as the first part of the next sentence.. - Invite group leaders to read aloud the sentences. - Comment and announce the winners
Outcome	1. Ss master the ways how to make sentences with the present simple correctly 2. Expected answer: Although it rained yesterday, we went shopping. Although / Though we went shopping, we didn't buy anything. ...

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 do Language focus 4 at home

4 Match the sentences or sentence halves in columns A and B.

A	B
1. Although he arrived late,	a. people still buy them.
2. The film received good reviews.	b. However, the number of people going to cinemas is increasing.

3. Though popcorn and other snacks in the cinema are very expensive,	c. I don't want to stay home tonight.
4. Cinema tickets are expensive.	d. he left the cinema early.
5. Although I don't really like to go to the cinema,	e. However, only a few people saw it.

*EVALUATION:

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Week: 22
Period: 65
Date of teaching: 31/1/2025

UNIT8: FILMS

Lesson 4: COMMUNICATION

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 their classmate's hobbies

- *Sub-skill:*

Listening: listen for specific information about films

b. Language:

Vocabulary: use some vocabulary about films

Grammar: use accepting/declining suggestions

2. Competence

Students can tell everyone about their classmate's 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 films

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	CHATTING
Procedure	<ul style="list-style-type: none">- Show some pictures of the hobbies that Ss learnt in the previous lessons. Ask some Ss to make sentences about themselves, using accepting/declining suggestions.- Introduce the objectives of the lesson: learning how to talk about accepting/declining suggestions and about their films.
Outcome	<ul style="list-style-type: none">1. Ss have an exciting atmosphere to start the lesson2. Expected answers:<ul style="list-style-type: none">- That's a great idea.-I'd love to, but that's too far for me to travel.

Activity 2 : Introducing ways of talking about accepting/declining (5 minutes)


Goal	The activity aims at introducing ways of talking about accepting/declining suggestions. in English
Input	1 Listen and read the conversations. Pay attention to the highlighted sentences. (57)
Procedure	<ul style="list-style-type: none"> - Play the recording for Ss to listen and read the dialogue between Tom and Anna, Minh and Mi at the same time. Ask Ss to pay attention to the questions and answers. - Underline their attention to the form of ways to accept/ decline suggestions. - Discuss the form of ways to accept/ decline suggestions. -Teacher confirms the answers and gives feedback.
Outcome	<p>Expected answer:</p> <div style="display: flex; justify-content: space-around;"> <div style="background-color: #ffe6e6; padding: 5px; border: 1px solid #ccc;"> <p><i>Tom:</i> How about going to the cinema tonight?</p> <p><i>Anna:</i> That's a great idea.</p> </div> <div style="background-color: #e6f2ff; padding: 5px; border: 1px solid #ccc;"> <p><i>Minh:</i> Let's go to see <i>A Nightmare</i> at Sao Mai Cinema tonight.</p> <p><i>Mi:</i> I'd love to, but that's too far for me to travel.</p> </div> </div>

Activity 3 : Practising talking about accepting/declining (5 minutes)

Goal	The activity aims at helping Ss practise talking about accepting/declining
Input	2 Work in pairs. Make similar conversations with the following situations.
Procedure	<ul style="list-style-type: none"> - Ask Ss to work in pairs to make similar dialogues, using the following situations - Move around to observe and provide help. Call on some pairs to perform in front of the class. Comment on their performance
Outcome	<p>1. Ss can talk about accepting/declining</p> <p>2. Key:</p> <p style="padding-left: 40px;">1. A: How about going to the cinema tonight?</p> <p style="padding-left: 80px;">B: That's the great idea.</p> <p style="padding-left: 40px;">2. A: Let's go for a picnic</p> <p style="padding-left: 80px;">B: I'd love to, but that's too far for me to travel</p> <p style="padding-left: 40px;">.....</p>

Activity 4 : Practicing more on answering about films (10 minutes)

Goal	The activity aims at providing practice with answering about Ss' hobbies.
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Input	3 Listen to the conversation and fill in the blanks with the words you hear. 
Procedure	<p>- ask students to look at Ex. 3, quickly predict the answers and exchange the ideas with a partner.</p> <p>- Play the recording and ask students to fill in the blanks, focusing on the structures to ask for information in the survey.</p> <p>Then let students read through the conversation and answer 2 questions:</p> <p>1- What kinds of information do you need to ask in the survey?</p> <p>2- Which structures do you need to ask for the information?</p> <p>- Invite some Ss to share theirs</p> <p>-Teacher confirms the answers and gives feedback answers.</p>
Outcome	<p>1. Ss master the ways to talk about their films</p> <p>2. - Key</p> <p>1.best 2.comedies 3.favourite 4.stars 5. funny</p>

Activity 5 : Practising asking and answering about their favourite films (10 minutes)

Activity 3: Practising asking and answering about their favourite films (10 minutes)

Goal	The activity aims at helping Ss further practice their favourite films.																	
Input	<div>4 Work in groups. Do a survey about your group members' favourite films.</div> <table><tr><td>Member's name</td><td>Lan</td><td></td></tr><tr><td>Name of the film</td><td>Dr Johnny</td><td></td></tr><tr><td>Type of film</td><td>Comedy</td><td></td></tr><tr><td>Main actor(s)/actress(es)</td><td>Bill Harris</td><td></td></tr><tr><td>Reviews</td><td>very funny</td><td></td></tr></table>			Member's name	Lan		Name of the film	Dr Johnny		Type of film	Comedy		Main actor(s)/actress(es)	Bill Harris		Reviews	very funny	
Member's name	Lan																	
Name of the film	Dr Johnny																	
Type of film	Comedy																	
Main actor(s)/actress(es)	Bill Harris																	
Reviews	very funny																	
Procedure	<div>- Have Ss work in pairs to ask and answer the questions in 3.</div> <div>- Ask them to note down their partner's answers in column B of the table in 3</div>																	
Outcome	<div>1. Ss master the ways to talk about their favourite films</div> <div>2. Expected answer:</div> <table><tr><td>Member's name</td><td>Lan</td><td>An</td></tr><tr><td>Name of the film</td><td>Dr Johnny</td><td></td></tr><tr><td>Type of film</td><td>Comedy</td><td>Doremon</td></tr><tr><td>Main actor(s)/actress(es)</td><td>Bill Harris</td><td>Cartoon</td></tr><tr><td>Reviews</td><td>very funny</td><td>Doremon and Nobita funny</td></tr></table>			Member's name	Lan	An	Name of the film	Dr Johnny		Type of film	Comedy	Doremon	Main actor(s)/actress(es)	Bill Harris	Cartoon	Reviews	very funny	Doremon and Nobita funny
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Name of the film	Dr Johnny																	
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Main actor(s)/actress(es)	Bill Harris	Cartoon																
Reviews	very funny	Doremon and Nobita funny																

Activity 6 : Practicing with comparing answers and giving a presentation about films. (5 minutes)

Goal	The activity aims at providing practice with comparing answers and giving a presentation about films..
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Input	5 Report your results to the class.
Procedure	<p>- Ask Ss to read the example to understand how to report the answers. Have them underline the words that can be used to make comparisons in the example (but, too).</p> <p>- Introduce some other ways to express comparison, such as: both (we both have one hour of free time every day); more (I have more free time than her); etc.</p> <p>- Ask Ss to work in pairs again to compare the answers and prepare a short presentation.</p> <p>- Invite some Ss to present their work. Comment on their answers</p>
Outcome	<p>1. Ss master the ways how to compare answers and giving a presentation about films.</p> <p>2. Expected answer:</p> <p>In our survey we interviewed three members: Lan, ... and ... Lan likes comedies best. Her favourite comedy is ...</p>

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.

*EVALUATION:

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Week: 22
Period: 66
Date of teaching: 2/2/2025

UNIT8 FILMS

Lesson 5: SKILLS 1

Timing: 1 period (45 minutes)

I. Objectives

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

a. Skills:

Reading: scan for specific information

Speaking: ask and answer about the benefits their classmate's films

b. Language:

Vocabulary: use some vocabulary about films

Grammar: use accepting/declining suggestions to talk about films and their benefits

2. Competence

Students can tell everyone about the benefits their classmate's films

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, pictures of films

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	<p>WHO IS FASTER?</p> <div></div> <p>Animation horror film science fiction film</p> <div></div> <p>action film musical fantasy</p>
Procedure	<ul style="list-style-type: none">- 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.

	<ul style="list-style-type: none"> - Students play the game in team mode. - Introduce the objectives of the lesson.
Outcome	1. Ss have an exciting atmosphere to start the lesson 2. Expected answers:

Activity 2: Teaching new words (10 minutes)

Goal	The activity aims at providing students with vocabulary and helping students well-prepared for the reading and speaking tasks.
Input	1. series (n): loạt, dãy, chuỗi 2. wizard (n): người có pháp thuật 3. must-see (n) 4. gripping (a): hấp dẫn/ thú vị 5. frightening(a): kinh khủng/khủng khiếp
Procedure	<ul style="list-style-type: none"> - follow steps of teaching new vocabulary - use "RUB OUT AND REMEMBER" to check vocabulary
Outcome	1. Ss have certain vocabulary for the reading and speaking tasks. 2. nine new words

Activity 2 : Activating Ss' knowledge of the topic (5 minutes)

Goal	The activity aims at activating Ss' knowledge of the topic of the reading text.
Input	1 Work in pairs. Discuss the following questions. Do you like fantasies? Why or why not?
Procedure	<ul style="list-style-type: none"> - Have Ss look at the picture in the book or show the picture in the book on a slide. Ask Ss who they see in the picture and what they are doing. - Have Ss work in pairs to discuss the two questions. - Invite some Ss to share their answers. Tell Ss that they are going to read a text about gardening.
Outcome	1. Ss express their thought about the topic films 2. Expected answer: -Yes. I do. Because it's very interesting

Activity 3 : Guessing the meaning of new words in context. (5 minutes)

Goal	The activity aims at helping Ss develop the skill of guessing the meaning of new words in context.													
Input	<table><tr><th>Words</th><th>Meanings</th></tr><tr><td>1. series</td><td>a. something that is so good that you think others should see it</td></tr><tr><td>2. wizard</td><td>b. related films that tell stories about the same characters</td></tr></table>	Words	Meanings	1. series	a. something that is so good that you think others should see it	2. wizard	b. related films that tell stories about the same characters	<table><tr><td>3. must-see</td><td>c. very exciting or interesting</td></tr><tr><td>4. gripping</td><td>d. a man who has magical powers</td></tr></table>	3. must-see	c. very exciting or interesting	4. gripping	d. a man who has magical powers		
Words	Meanings													
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2. wizard	b. related films that tell stories about the same characters													
3. must-see	c. very exciting or interesting													
4. gripping	d. a man who has magical powers													
Procedure	<p>Tell Ss what they are going to do.</p> <ul style="list-style-type: none">- Ask Ss how to do the exercise. Elicit answers from Ss.- If needed, tell them to follow these steps:<ul style="list-style-type: none">+ Read the words in column A.+ Locate each word in the text.+ Read around the word to get the general meaning.+ Read the definitions in column B, find the suitable meaning to match each word.- Ask Ss to repeat the steps (they can speak in Vietnamese).- Ask Ss to do the exercise individually and then check their answers in pairs.- Invite some Ss to share their answers. Confirm the correct answers													
Outcome	<p>1. Ss can guess the vocabulary in context.</p> <p>2. Key: 1.b 2.d 3.a 4. c</p>													

Activity 4 : Reading (10 minutes)

Goal	The activity aims at helping Ss develop the skill of reading for specific information (scanning).
Input	<div>3 Read Mark's blog again and answer the questions.</div> <div><div>1. What kind of film is <i>Harry Potter and the Sorcerer's Stone</i>?</div><div>2. Who is Daniel Radcliffe?</div><div>3. What is the film about?</div><div>4. What do people say about the film?</div></div>
Procedure	<div>- Ask Ss what they are going to do. - Have Ss share how to do this exercise.</div> <div>- Briefly tell them the steps: read the sentences, underline the key words in the sentences, locate the key words in the text and find the words to complete the sentences. - Ask Ss to repeat the steps (they can speak in Vietnamese).</div>

	<p>- Ask Ss to do the exercise individually and then check their answers in pairs.</p> <p>- Invite some Ss to share their answers. Have them explain their answers. Confirm the correct answers.</p>
Outcome	<p>1. Ss master the ways to read for specific information</p> <p>2. - Key</p> <p>1. Harry Potter and the Sorcerer's Stone is a fantasy.</p> <p>2. Daniel Radcliffe is one of the stars in the film.</p> <p>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.</p> <p>4. People say it's a must-see for teens.</p>

Activity 5 : asking and answering about the films. (10 minutes)

Activity 3: Asking and answering about the films. (10 minutes)

Goal	The activity aims at helping Ss ask and answer about the films and talk about the film																								
Input	<div>4 Look at the table. Work in pairs. Ask and answer questions about the film <i>Kungfu Boy</i>.</div>		<table><tr><td>Film's name</td><td><i>Kungfu Boy</i></td><td>Main content</td><td colspan="2">About a very big boy who saves his town and becomes a hero</td></tr><tr><td>Director</td><td>John Stevenson</td><td>Reviews</td><td colspan="2">Funny and interesting</td></tr><tr><td>Type of film</td><td>Comedy</td><td>Time</td><td colspan="2">4.30 p.m. and 8.30 p.m. daily</td></tr><tr><td>Main actor / actress</td><td>Bruce Wane</td><td>Place</td><td colspan="2">Ngoc Khanh Cinema</td></tr></table>			Film's name	<i>Kungfu Boy</i>	Main content	About a very big boy who saves his town and becomes a hero		Director	John Stevenson	Reviews	Funny and interesting		Type of film	Comedy	Time	4.30 p.m. and 8.30 p.m. daily		Main actor / actress	Bruce Wane	Place	Ngoc Khanh Cinema	
Film's name	<i>Kungfu Boy</i>	Main content	About a very big boy who saves his town and becomes a hero																						
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Procedure	<ul style="list-style-type: none">- students work in groups, talk about the film <i>Kungfu Boy</i> based on the information from Task 4.-goaround to help students.-After finishing, teacher can call some groups to give presentations in front of the class.																								
Outcome	<p>Expected answer:</p> <p><i>Kungfu Boy</i> is on at ... at ... p.m. It's a(n) ... about ...</p>																								

Activity 6 : talking about the films. (5 minutes)

Goal	The activity aims at practicing with speaking about the films.
Input	<p>5 Work in groups. Take turns to talk about the film <i>Kungfu Boy</i>.</p>
Procedure	- allow students to give comments for their friends and vote for the most interesting and informative presentation.

	- 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.
Outcome	1. Ss master the ways to talk about the film 2. Expected answer: <i>Kungfu Boy is on at ... at ... p.m.</i> <i>It's a(n) ... about ...</i>

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.

***EVALUATION:**

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DUYỆT CỦA TỔ TRƯỞNG

NGƯỜI SOẠN

Phạm Thị Tuyết Hoa

Nguyễn Thanh Huy