

Week: 23
Period: 67
Date of teaching: 20/2/2025

UNIT8: FILMS

Lesson 6: SKILLS 2

Timing: 1 period (45 minutes)

I. Objectives

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

a. Skills:

- *Main skills*

Listening: listen for specific information

Write: write a paragraph about your favourite films

- Sub skill:

Reading: complete the specific information in a mind map

b. Language:

Vocabulary: use some vocabulary about films

Grammar: use the present simple tense to write a paragraph about hobby

2. Competence

Students can write a paragraph about one's favourite 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, 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 What do you like / dislike about a comedy?
Procedure	<ul style="list-style-type: none">- divides the class into 2 groups and shows them a video of some comedies(The Gods must be crazy, Mr.Bean's holiday, zootopia, Kung Fu Hustle, Despicable Me).- After the video, teacher asks students Teacher asks students what type of films are in the video in the previous activity.- quickly discuss with a partner.- ask what they like/ dislike comedies and why/ why not.- give feedback

Outcome	1. Ss have an exciting atmosphere to start the lesson 2. Expected answers: I really like comedy films because they help me funny and relax.beside that we learn more knowledge there
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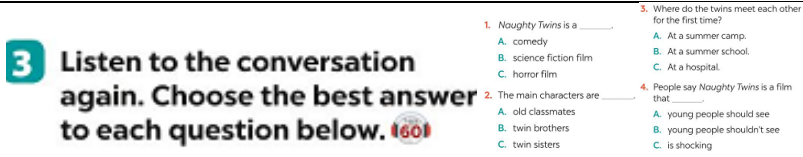
Activity 2: Teaching new words (5 minutes)

Goal	The activity aims at providing students with vocabulary and helping students well-prepared for the listening and writing tasks.
Input	1. twin(n): sinh đôi 2. actor (n): nam diễn viên 3. actress (n): nữ diễn viên 4. feature (n): đặc điểm 5. director (n): đạo diễn 6. creative (adj): sáng tạo
Procedure	– follow steps of teaching new vocabulary - use “RUB OUT AND REMEMBER”to check vocabulary
Outcome	1. Ss have certain vocabulary for the listening and writing tasks. 2. six 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 listening text.
Input	2 Mark and Hoa are talking about the film <i>Naughty Twins</i> . Listen to their conversation. Who stars in the film? 
Procedure	Teacher plays the recording. - listen and focus on the predicted keywords to find out the answer. - allow students to peer check first. - confirm the answers and gives feedback.
Outcome	1. Ss express their thought about the topic films 2. Expected answer: Linda Brown and Susan Smith

Activity 3 : Listening for specific information. (10 minutes)

Goal	The activity aims at helping Ss develop the skill of listening for specific information.
Input	 <p>3 Listen to the conversation again. Choose the best answer to each question below.</p> <p>1. Naughty Twins is a A. comedy B. science fiction film C. horror film</p> <p>2. The main characters are A. old classmates B. twin brothers C. twin sisters</p> <p>3. Where do the twins meet each other for the first time? A. At a summer camp. B. At a summer school. C. At a hospital.</p> <p>4. People say Naughty Twins is a film that A. young people should see B. young people shouldn't see C. is shocking</p>
Procedure	<ul style="list-style-type: none"> - ask students to read the conversation and to focus on the key information and underline the keywords. -play the recording again. Ask students to listen and choose the correct answer. -let students peer-check with a partner. -call 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. - Ask for Ss' answers and write them on the board next to their guesses.
Outcome	<p>1. Ss can guess the vocabulary in context.</p> <p>2. Key: 1. A 2. C 3. A 4. A</p>

Activity 4 : Brainstorming ideas and making an outline for writing (5 minutes)

Goal	The activity aims at helping Ss brainstorm ideas and make an outline for Ss' writing.
Input	 <p>4 Make notes about one of your favourite films.</p> <p>Name of the film: _____</p> <p>Type of film: _____</p> <p>Its main actor(s) / actress(es) or director: _____</p> <p>A short summary of the film: _____</p> <p>Other features of the film (the acting, music, etc.): _____</p> <p>Reviews about the film: _____</p>
Procedure	- Have Ss work individually to complete the mind map. If time allows, have some Ss present their answers or write their answers on the board
Outcome	<p>1. Ss have ideas and an outline for Ss' writing</p> <p>2. - Key 1. Inside out 2. American computer-animated comedy film 3. Directed by Pete Docter and co-directed by Ronnie del Carmen 4.</p>

	Riley is a 11-year-old girl. She moves from Minnesota to San Francisco because her father starts a new job here. Riley and her emotions struggle to adjust to the new life. After one year, everything is fine and Riley is happy5. Beautiful, original story about handling big feelings 6. A very creative and touching film
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Activity 5 : Writing a paragraph about hobby. (10 minutes)

Goal	The activity aims at helping Ss practise writing a paragraph about their hobby.
Input	5 Write a paragraph of about 70 words about your favourite film, using the information in 4 .
Procedure	<ul style="list-style-type: none"> - Have Ss write their paragraphs individually based on the information in their mind map. - Ask one student to write his or her paragraph on the board. Other Ss and T comment on the paragraph on the board. - Then T collects some writings to correct at home.
Outcome	<p>1. Ss can write a paragraph about hobby</p> <p>2. Expected answer:</p> <p>Inside Out is an American computer-animated comedy film. It was directed by Pete Docter and co-directed by Ronnie del Carmen. The film is about Riley, an 11-year-old girl. She moves from Minnesota to San Francisco because her father starts a new job here. Riley and her emotions struggle to adjust to the new life. Inside Out shows a beautiful, original story about handling big feelings. Critics say the film is very creative and touching.</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: 23

Period: 68

Date of teaching: 21/2/2025

UNIT 8: FILMS

Lesson 7: Project

Timing: 1 period (45 minutes)

I. Objectives

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

- **design a poster for their favourite films.**

- **present about the posters.**

Skills: Speaking, Drawing, Computer techniques.

Language: Vocabulary about this topic and connectors.

2. Competence

Students can design a poster and present it in front of the class.

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/ posters of films

III. Procedure

Project presentation (40 minutes)

Goal	The activity aims at presenting a project YOUR FAVOURITE FILM																		
Input	<div><div><p>PROJECT</p><p>YOUR FAVOURITE FILM</p></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: _____</p><p>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><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: _____</p><p>Group: _____</p><p>Secondary school: _____ Class: _____</p><p>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> <div></div>	Group members' full names	Responsibilities	Contents need doing	Time to finish					Time	What you did	Who you work with	Where	Group evaluation					
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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	<p>- Ask Ss to read the instructions. Make sure they understand what to do.</p> <p>Ask Ss to work in groups to do the project. Ss may draw their own pictures to decorate their poster or design by using computer.</p> <p>- Remember to have the 'show and tell' session and vote for the best poster.</p> <p>- 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 poster to the class.</p>
Outcome	<p>1.</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>2. My favorite film is It</p> <p>.....</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 ...	✓	✓✓	✓✓✓
• use the words to describe types of films.			
• pronounce the sounds /ɪə/ and /eə/ correctly.			
• use connectors <i>although</i> / <i>though</i> and <i>however</i> .			
• accept and decline suggestions.			
• read about a film review.			
• talk about a film.			
• listen about a film.			
• write a paragraph about one's favourite film.			

***EVALUATION:**

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Week: 23

Period: 69

Date of teaching: 23/2/2025

Unit 9: FESTIVALS AROUND THE WORLD

Lesson 1: Getting started – A Tulip Festival

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 festivals

- *Sub- skills:*

Reading: read for specific information about festivals

Listening: listen for specific information about festivals

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

b. Language:

Vocabulary: name some vocabulary about festivals

Grammar: use Yes / No questions to talk about festivals

2. Competence

Students can tell everyone about festivals 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 festivals

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	"FESTIVALS"
Procedure	Before Ss open their books, T shows the picture asks Ss <u>what they can see in the pictures</u> . Summarize Ss' answers and ask them what these are called. Elicit the word 'festivals'. Write the unit title on the board "Festivals around the world". Let Ss open their books and start the lesson.
Outcome	1. Ss have an exciting atmosphere to start the lesson 2. Expected answers: - Christmas, Halloween, Tet...

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. folk dance (n): <i>điệu múa truyền thống</i>

	2. costume (n) : <i>trang phục lễ hội</i> 3. float (n) : <i>xe diễu hành</i> 4. parade (n): <i>cuộc diễu hành</i> 5. feast (n): tiệc 6. fireworks display (n): <i>màn trình diễn pháo hoa</i>
Procedure	– follow steps of teaching new vocabulary - use “RUB OUT AND REMEMBER”to check vocabulary
Outcome	1. Ss have certain vocabulary for the listening and reading tasks. 2. six 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 picture and answer the questions 1. What can you see in the picture? 3. What festival is it? - T introduces the three characters: Trang , Mark and Ms Hoa. Explain Trang and Mark are friends and a teacher . 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 Festivals around the world. 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: a tulip festival, folk dances, and traditional costumes.</p> <p>Trang: Do they hold the festival every year in Australia, Ms Hoa: Yes , they do..</p>

Activity 4 : Reading the dialogue(5 minutes)

Activity 1: Reading the dialogue (5 minutes)

Goal	The activity aims at helping Ss understand the conversation..																				
Input	<div>2. Read the conversation again. Who did the following activities? Tick (✓) the correct column. Sometimes you need to tick both.</div> <table><tr><td></td><td>Ms Hoa</td><td>Mark</td></tr><tr><td>1. went to the Tulip Festival in Australia</td><td></td><td></td></tr><tr><td>2. went to the Tulip Festival in the Netherlands.</td><td></td><td></td></tr><tr><td>3. tried Dutch food and drinks</td><td></td><td></td></tr><tr><td>4. watched traditional Dutch dancing</td><td></td><td></td></tr><tr><td>5. saw tulip floats</td><td></td><td></td></tr></table>				Ms Hoa	Mark	1. went to the Tulip Festival in Australia			2. went to the Tulip Festival in the Netherlands.			3. tried Dutch food and drinks			4. watched traditional Dutch dancing			5. saw tulip floats		
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2. went to the Tulip Festival in the Netherlands.																					
3. tried Dutch food and drinks																					
4. watched traditional Dutch dancing																					
5. saw tulip floats																					
Procedure	<div>- First, ask Ss to read the sentences and decide if they are true or false without reading the conversation again. 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.</div> <div>- Elicit the answers from Ss. Have them correct the false sentences.</div> <div>- Write the correct answers on the board.</div>																				
Outcome	<div>1. Ss understand the conversation</div> <div>2. Key:</div> <table><tr><td></td><td>Ms Hoa</td><td>Mark</td></tr><tr><td>1. went to the Tulip Festival in Australia</td><td>✓</td><td></td></tr><tr><td>2. went to the Tulip Festival in Holland</td><td></td><td>✓</td></tr><tr><td>3. tried Dutch food and drinks</td><td>✓</td><td></td></tr><tr><td>4. watched traditional Dutch dancing</td><td>✓</td><td>✓</td></tr><tr><td>5. saw tulip floats</td><td></td><td>✓</td></tr></table>				Ms Hoa	Mark	1. went to the Tulip Festival in Australia	✓		2. went to the Tulip Festival in Holland		✓	3. tried Dutch food and drinks	✓		4. watched traditional Dutch dancing	✓	✓	5. saw tulip floats		✓
	Ms Hoa	Mark																			
1. went to the Tulip Festival in Australia	✓																				
2. went to the Tulip Festival in Holland		✓																			
3. tried Dutch food and drinks	✓																				
4. watched traditional Dutch dancing	✓	✓																			
5. saw tulip floats		✓																			

Activity 5 : Writing a word or phrase from the box under each picture.(5 minutes)

Goal	The activity aims at introducing some vocabulary items related to hobbies
Input	<div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  <p>1.</p> </div> <div style="text-align: center;">  <p>2.</p> </div> <div style="text-align: center;">  <p>3.</p> </div> </div> <div style="display: flex; justify-content: space-around; align-items: flex-start; margin-top: 20px;"> <div style="text-align: center;">  <p>4.</p> </div> <div style="text-align: center;">  <p>5.</p> </div> <div style="text-align: center;">  <p>6.</p> </div> </div>
Procedure	<ul style="list-style-type: none"> - Ask Ss to name the pictures. - Have Ss work individually to write the words and phrases from the box under the correct pictures. 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 festivals</p> <p>2. – Key 1. Folk dance 2. costumes 3. float</p> <p style="padding-left: 100px;">4. parade 5. Feast 6. Firework display</p>

Activity 6 : Filling in each blank with a word or phrase from 3 (5 minutes)

Goal	The activity aims at helping Ss categorize hobbies..
Input	<p>4. Fill in each blank with a word or phrase from 3. You may have to change the form of the word or phrase.</p> <p>1. The dancers performed _____ at the Tulip Festival.</p> <p>2. On New Year's Eve, we went to Hoan Kiem Lake to watch the _____.</p> <p>3. For Tet, we usually prepare a _____ with special food.</p> <p>4. People hold flower _____ in several countries to welcome the new season.</p>
Procedure	-Teacher asks students to work individually to complete the task. Remind them to change the form of the words/phrases of needed.

	-Students fill in the blanks with the most suitable form of word/phrase. -Teacher allows students to share answers before discussing as a class. -Teacher can ask for translation to check their understanding.
Outcome	Key:1. folk dance 2.fireworks display 3. feast 4. parades 5. float / costumes

Activity 7 : Matching each description with a festival. (5 minutes)

Goal	The activity aims at helping Ss practise using the vocabulary items related to hobbies										
Input	<p>5. QUIZ What festival is it?</p> <p>Match each description with a festival.</p> <table border="1"> <tbody> <tr> <td>1. At this festival, people eat moon cakes.</td><td>a. La Tomatina</td></tr> <tr> <td>2. At this festival, people throw tomatoes.</td><td>b. Cheese rolling</td></tr> <tr> <td>3. People eat banh chung at this festival.</td><td>c. Christmas</td></tr> <tr> <td>4. People decorate pine trees and give each other gifts.</td><td>d. Tet</td></tr> <tr> <td>5. People chase after a wheel of cheese.</td><td>e. Mid-Autumn Festival</td></tr> </tbody> </table>	1. At this festival, people eat moon cakes.	a. La Tomatina	2. At this festival, people throw tomatoes.	b. Cheese rolling	3. People eat banh chung at this festival.	c. Christmas	4. People decorate pine trees and give each other gifts.	d. Tet	5. People chase after a wheel of cheese.	e. Mid-Autumn Festival
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2. At this festival, people throw tomatoes.	b. Cheese rolling										
3. People eat banh chung at this festival.	c. Christmas										
4. People decorate pine trees and give each other gifts.	d. Tet										
5. People chase after a wheel of cheese.	e. Mid-Autumn Festival										
Procedure	-Teacher lets Ss work in groups of 4-6. -Ss work in groups to find the answers. - Teacher can go around to help weaker students. - Teacher calls the first group to come up with the answers to share.										
Outcome	1. Ss use vocabulary items related to festivals in speaking 2. Expected answer: 1 – e 2 – a 3 – d 4 – c 5 - b										

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 the present simple tense and the words with the sounds /a/and /3'J, and tells Ss that they will learn these language points in the upcoming lessons. Stress in two-syllable words in the conversation and tells Ss that they will learn these language points in the upcoming lessons.

- Ask Ss to review this lesson at home and prepare the next part: Unit 9 - A closer look 1.
- Give Ss' Project to prepare for the last lesson.

***EVALUATION:**

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DUYỆT CỦA TỔ TRƯỞNG

NGƯỜI SOẠN

Phạm Thị Tuyết Hoa

Nguyễn Thanh Huy