

## UNIT 8: FILMS

### Lesson 1: Getting started – What film shall we see?

#### I. Objectives:

By the end of this lesson, students can know the key language and structures to be learnt in this unit.

#### II. Language Focus:

1. *Vocabulary*: the lexical items related to the topic “Films”.

2. *Structures*: Connectors:

- Although, despite/ in spite of, however, and nevertheless.

III. **Method**: Communicative approach.

IV. **Teaching aids**: Course book, CD player, picture.

#### V. Procedures:

<i>Teacher's Activities</i>	<i>Ss' Activities</i>	<i>Content</i>	<i>Note</i>
<ul style="list-style-type: none"> <li>- Introduces the topic “Films”.</li> <li>- Ask Ss to look at the picture and answer the questions</li> <li>- Play the recording. Ask Ss to listen and read.</li> </ul>	<ul style="list-style-type: none"> <li>- Answer</li> </ul>	<p><b>* <u>Presentation:</u></b>                      Questions:</p> <ul style="list-style-type: none"> <li>• Where are Duong and Mai?</li> <li>• What might be happening to them?</li> <li>• What are they doing?</li> <li>• What are they talking about?</li> </ul>	
<ul style="list-style-type: none"> <li>- Ask Ss to work independently. Then allow them to share answers before discussing as a class.</li> <li>- First, ask Ss not to look at the book and try to remember what questions Mai asks Duong about the film they are going to see.</li> <li>- Then let Ss open their books and check their answers.</li> </ul>	<ul style="list-style-type: none"> <li>- Individual work</li> <li>- Whole class</li> </ul>	<p><b>* <u>Practice:</u></b>  <b>1. Listen and read</b>                      a. Read the conversation again and answer the questions.                      Key:</p> <ol style="list-style-type: none"> <li>1. B</li> <li>2. A</li> <li>3. A</li> <li>4. C</li> <li>5. C</li> </ol> <p>b. Find the questions in the conversation that ask about Coconut Crazy. Then listen, check and repeat the questions.                      Key:</p> <ol style="list-style-type: none"> <li>a) What kind of film is it?</li> <li>b) Who does it star?</li> <li>c) What is it about?</li> </ol>	

<p>- Have Ss quickly match the types of film with their definitions.</p> <p>- Play the recording for Ss to check their answers, pausing after each phrase and asking them to repeat chorally. Correct their pronunciation if necessary.</p> <p>- Have Ss work independently, filling in the blanks with information of the film they have seen recently. Remind them to use the words and phrases they have learnt in <b>2</b> and from the conversation in <b>1</b>.</p>	<p>- Pair-work</p> <p>- Individual work</p>	<p>d) What have critics said about it?</p> <p><b>2. Match the types of films with their definitions. Then listen, check and repeat.</b></p> <p>Key:</p> <ol style="list-style-type: none"> <li>1. d</li> <li>2. f</li> <li>3. a</li> <li>4. c</li> <li>5. b</li> <li>6. e</li> <li>7. h</li> <li>8. g</li> </ol> <p><b>3a. Think of a film. Fill in the blanks below.</b></p> <ul style="list-style-type: none"> <li>• Type of film ...</li> <li>• Actors/ stars ...</li> <li>• The plot ...</li> <li>• Reviews ...</li> </ul>
<p>- First, model this activity with a more able student. Then ask Ss to work in pairs.</p> <p>- Go around to help weaker Ss.</p> <p>- Call on some pairs to practice in front of the class.</p>	<p>- Pair-work</p>	<p><b>* <u>Production:</u></b></p> <p><b>3b. In pairs, interview each other and try to guess the film.</b></p> <p><u>Example:</u></p> <p>A: What kind of film is it?          B: It's an action film.          A: Who does it star?          B: It stars Daniel Craig.          A: What is it about?          B: It's about a spy call 007.          A: Is it <b>Skyfall</b>?          B: yes!</p>
		<p><b>*<u>Homework:</u></b></p> <p>- Learn Vocabulary.          - Prepare the next lesson  <i>(A closer look 1)</i></p>

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## UNIT 8: FILMS

### Lesson 2: A Closer Look 1

#### I. Objectives:

By the end of this lesson, students can pronounce correctly the sounds /t/, /d/ and /id/ in isolation and in context; use vocabulary related to the topic “Films”.

#### II. Language Focus:

1. *Vocabulary*: the lexical items related to the topic “Films”.

2. *Structures*: Connectors:

- Although, despite/ in spite of, however, and nevertheless.

#### III. Method: Communicative approach

IV. **Teaching aids**: Course book, CD player, flash cards.

#### V. Procedures:

<i>Teacher's Activities</i>	<i>Ss' Activities</i>	<i>Content</i>	<i>Note</i>								
<ul style="list-style-type: none"> <li>- Have Ss work independently. Then ask them to share their answers with one or more partners.</li> <li>- Ask Ss to make some examples with the adjectives they have learnt.</li> </ul>	<ul style="list-style-type: none"> <li>- Individual work</li> </ul>	<p><b>* <u>Presentation:</u></b>  <b> Vocabulary</b>                      1. The following are adjectives which are often used to describe films. Can you add some more?                      Complete the sentences using the adjectives in the list above.                      Key:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1. Hilarious</td> <td style="width: 50%;">5. Shocking</td> </tr> <tr> <td>2. Moving</td> <td>6. Scary</td> </tr> <tr> <td>3. Boring</td> <td>7. Violet</td> </tr> <tr> <td>4. Gripping</td> <td>8. Entertaining</td> </tr> </table>	1. Hilarious	5. Shocking	2. Moving	6. Scary	3. Boring	7. Violet	4. Gripping	8. Entertaining	
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3. Boring	7. Violet										
4. Gripping	8. Entertaining										
<ul style="list-style-type: none"> <li>- Have Ss study the Remember Box.</li> </ul>	<ul style="list-style-type: none"> <li>- T whole class</li> </ul>	<p><b>Remember</b>  <b>-ed and -ing adjectives</b>                      (page 18)</p>									
<ul style="list-style-type: none"> <li>- Ask Ss to complete the table individually.</li> <li>- Have some Ss write their answers on the board before checking with the whole class.</li> </ul>	<ul style="list-style-type: none"> <li>- Individual work</li> </ul>	<p><b>* <u>Practice:</u></b>                      2. Complete the table with the -ed and -ing forms of the adjectives.                      Key:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1. Interested</td> <td style="width: 50%;">5. Exhausted</td> </tr> <tr> <td>2. Embarrassing</td> <td>6. Surprising</td> </tr> <tr> <td>3. Exciting</td> <td>7. Confused</td> </tr> <tr> <td>4. Disappointed</td> <td>8. Frightening</td> </tr> </table>	1. Interested	5. Exhausted	2. Embarrassing	6. Surprising	3. Exciting	7. Confused	4. Disappointed	8. Frightening	
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<p>- Ask Ss to do this exercise individually and then check with the whole class. When checking, ask Ss to refer to the Remember Box to make the meanings of the adjectives clearer to them.</p> <p>- Model this activity with some more able Ss. Then ask Ss to work in pairs.</p> <p>- Call on some pairs to practice in front of the class.</p> <p>- Model the sound /t/, /d/and /id/ in different words with ending – ed. Play the recording and ask Ss to listen and repeat the words, paying attention to the sound /t/, /d/and /id/ at the end of each word.</p> <p>- Ask Ss to put the words in the correct columns while they listen.</p>	<p>- Individual work</p> <p>- Pair-work</p> <p>- Whole class</p>	<p>3. Choose the correct adjectives</p> <p>Key:</p> <ol style="list-style-type: none"> <li>1. Moving</li> <li>2. Frightened</li> <li>3. Disappointed</li> <li>4. Amazed</li> <li>5. Terrified</li> </ol> <p>4a. Work in pairs. Look at the questions below. Tell your partner how you felt, using –ed adjectives.</p> <p><u>Example:</u> I felt terrible before my last Math test.</p> <p>b. Use –ing adjectives to describe the things and experiences in your life.</p> <p><u>Example:</u> The last film you saw was call Norwegian Wood. It was really moving.</p> <p><b>📖 Pronunciation</b> /t/, /d/and /id/</p> <p>5. Listen and repeat the verbs. Pay attention to the sound /t/, /d/and /id/at the end of each verb. Put the words in the correct column.</p> <p><u>Key:</u> /t/: watched, danced, walk /d/: played, bored, closed /id/: wait, needed, hated</p>	
<p>- Model this activity with a more able student. Then ask Ss to work in pairs. Call on some pairs to practice in front of the class. Ask Ss to listen while T plays the recording.</p>	<p>- Pair-work</p>	<p>* <b><u>Production:</u></b></p> <p>6. Ask and answer questions about the pictures. Then listen to the recording.</p> <p><u>Example:</u> cry a lot/ laugh a lot A: He cried a lot, didn't he? B: No, he didn't. He laughed a lot.</p>	
		<p>*<b><u>Homework:</u></b></p> <p>- Learn vocabulary by heart. - Prepare the next lesson</p>	

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		<i>(A closer look 2)</i>	
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