

## UNIT 8: FILMS

### Lesson 3: A Closer Look 2

#### I. Objectives:

By the end of this lesson, students can use “*although, despite/ in spite of*” to express contrast between two pieces of information in the same sentence.

#### 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, pictures.

#### V. Procedures:

<i>Teacher's Activities</i>	<i>Ss' Activities</i>	<i>Content</i>	<i>Note</i>
<ul style="list-style-type: none"> <li>- Ask Ss to study Grammar box.</li> <li>Give some examples.</li> <li>- Ask some Ss to give some more examples.</li> </ul>	<ul style="list-style-type: none"> <li>- T Whole class</li> </ul>	<p><b>* <u>Presentation</u></b>  <b>📖 Grammar</b>  <b><i>Although, despite/ in spite of</i></b>  <i>We use <b>Although, despite/ in spite of</b> to express contrast between two pieces of information in the same sentence.</i>  <u>Example:</u>                      - Although he is so young, he performs excellently.                      - Despite/ In spite of being so young, he performs excellently.</p>	
<ul style="list-style-type: none"> <li>- Let Ss work by themselves and complete the sentences.</li> <li>- Observe and help when necessary.</li> <li>- Ask some Ss to read their sentences.</li> <li>- Correct their mistakes.</li>   <li>- Ask Ss to work in pairs and do the exercise 2.</li> <li>- Have Ss to compare their answers before checking with the whole class.</li> </ul>	<ul style="list-style-type: none"> <li>- Pair-work</li>            <li>- Pair-work</li> </ul>	<p><b>* <u>Practice</u></b>                      1. <i>Complete the sentences. Use <b>although</b> + a clause from the box.</i>                      Key:                      1. Although few people came to see it                      2. Although they sent a lot of money on the film.                      3. Although the acting is excellent                      4. Although it was a comedy                      5. Although it is set in modern times.                      2. <i>Complete the sentences, using <b>although, despite/ in spite of</b>.</i>  <i>Sometimes, two answers are possible.</i>                      Key:                      1. Although                      2. Despite/ in spite of                      3. Although</p>	

<p>- Ask Ss to work independently, rewrite the sentences .Then ask them to work in groups to check and say the sentences out loud. - Ask Ss to write the answers on the board.</p> <p>- Ask Ss to study Grammar Box. Give them the example. Ask some more able Ss to give some more examples.</p> <p>- Let Ss work independently to rewrite the sentences in their notebooks. - Call on some Ss to read out their sentences. - Let other Ss give comments. - Correct mistakes if necessary.</p>	<p>- Individual work</p> <p>- Whole class</p> <p>- Individual work</p>	<p>4. Despite/ in spite of 5. Although</p> <p>3. Rewrite these sentences using the words in the brackets. Change other words in the sentences if necessary. Key: 1. I don't think Stallone is a very good actor although he was very good in the Rocky films. 2. Although many European film directors have gone to Hollywood to make films, few have had as much success as Milos Forman. 3. Despite having to work the next day, they watched films on DVD all night. 4. Although he has performed excellently in many films, he has never won an Oscar for Best Actor.</p> <p><b>However and nevertheless</b> <i>We also use however and nevertheless to express contrast between two sentences. We usually use a comma after them.</i> <u>Example:</u> - He is so young. <i>However/ Nevertheless</i>, he performs excellently.</p> <p>4. Complete the sentences using <i>although, despite/ in spite of, however, or nevertheless.</i> Key: 1. However/ Nevertheless 2. Despite/ In spite of 3. However/ Nevertheless 4. Although 5. Although</p>	
<p>- Ask Ss to do the task individually, using their own ideas to write sentences. Then have them work in pairs, comparing their sentences.</p>	<p>- Individual work</p>	<p>* <b>Production:</b> 5. Use your own ideas to complete the following sentences. Then compare your sentences with a partner.</p>	
		<p>*<b>Homework:</b></p>	

		- Prepare next lesson (Communication)	
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## UNIT 8: FILMS

### Lesson 4: Communication

#### I. Objectives:

By the end of this lesson, students will be able to talk about obeying traffic rules, laws, and how to use the road safely.

#### 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.

#### V. Procedures:

<i>Teacher's Activities</i>	<i>Ss' Activities</i>	<i>Content</i>	<i>Note</i>
<ul style="list-style-type: none"> <li>- Ask Ss what kind of films they like to see and who their favorite actors/ actresses are.</li> <li>- Help Ss understand the meanings of the words in Extra Vocabulary by using pictures, examples or even translation.</li> </ul>	<ul style="list-style-type: none"> <li>- T Whole class</li> </ul>	<p><b>* <u>Presentation</u>:</b>  <i>Extra vocabulary</i></p> <ul style="list-style-type: none"> <li>- Survey</li> <li>- Go ahead</li> <li>- violence</li> </ul>	
<ul style="list-style-type: none"> <li>- Ask Ss to look at the picture and read the conversation and guess what the missing words from the blanks may be.</li> <li>- Play the recording and let Ss check their guesses. Play the recording again for Ss to check their answers.</li> <li>- If time is limited, teacher can play only the sentences that</li> </ul>	<ul style="list-style-type: none"> <li>- Whole class</li> </ul>	<p><b>* <u>Practice</u>:</b>  <i>1. Listen to the conversation and fill on the blanks with the words you hear.</i></p> <p><b>Key:</b></p> <ol style="list-style-type: none"> <li>1. survey</li> <li>2. actor</li> <li>3. Tom Cruise</li> <li>4. actress</li> <li>5. Angeline Jolie</li> </ol>	
	<ul style="list-style-type: none"> <li>- T whole class</li> </ul>	<b>Audio scripts:</b> _____	

<p>include the information Ss need for their answers.</p> <p>- Ask Ss to work in groups of six or eight, asking their group members one set of questions. Remind them to write the names of the people they interview and note the answers in the table.</p> <p>- Have Ss make notes of their survey results, using the suggestions in the Student's book.</p> <p>- Have them practice reporting the results of their surveys in pairs.</p>	<p>- Group-work</p> <p>- Pair-work</p>	<p><b>Nick:</b> Excuse me, Duong. I'm doing a survey about favorite actors. Would it be Ok if I asked you few questions?</p> <p><b>Duong:</b> Sure. Go ahead, Nick</p> <p><b>Nick:</b> Who do you think is the best actor?</p> <p><b>Duong:</b> it's Tom Cruise.</p> <p><b>Nick:</b> And who do you think is the best actress?</p> <p><b>Duong:</b> I think Angelina Jolie is.</p> <p><b>Nick:</b> Thank you.</p> <p>2. <i>Work in groups of six or eight. Each Students chooses one of the following sets of survey questions.</i></p> <p>3. <i>Make notes of your results.</i></p> <ul style="list-style-type: none"> <li>• Most people I have surveyed...</li> <li>• About half of the people I have surveyed...</li> <li>• Almost no one I have surveyed...</li> </ul>	
<p>- Ask Ss to join another group, reporting the results of their surveys to the new members. Choose some Ss to report the results of their interviews before the whole class. After each</p>	<p>- Group-work</p>	<p>* <b>Production:</b></p> <p>4. <i>Join another group. Report your results to those group members.</i></p>	

student has finished his report, invite some comment from other Ss. Then make comments and correct Ss' any common mistakes.			
		<p><b><u>*Homework:</u></b></p> <ul style="list-style-type: none"><li>- Learn new vocabulary.</li><li>- Prepare the next lesson :</li></ul> <p><b>(Skill 1)</b></p>	

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### Lesson 5: Skill 1

#### I. Objectives:

By the end of this lesson, students can:

- Read for specific information about someone’s review of his/ her favourite film.
- Talk about a film (its plot, main character, cast, etc.)

#### 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.

#### V. Procedures:

<i>Teacher’s Activities</i>	<i>Ss’ Activities</i>	<i>Content</i>	<i>Note</i>
<p>- Ask Ss to look at the picture of the film Titanic. Ask them some questions.</p>	<p>- Answer</p>	<p><b>* <u>Presentation:</u></b>  <i>Questions:</i></p> <ul style="list-style-type: none"> <li>• Have you ever seen this film?</li> <li>• Do you know who the actor and actress in the picture are?</li> <li>• Do you like him/ her?</li> </ul>	
<p>- Ask Ss to read the passage quickly and find out whether Nick likes the films or not. Then ask Ss to find out where the words <i>sinking</i>, <i>must-see</i>, <i>special effects</i>, and <i>visuals</i> are in the passage.                      - Let Ss read the passage again and answer the questions.                      - Ask Ss to note where they found the information that help them to answer the questions.</p>	<p>- Individual work</p> <p>- Pair-work</p>	<p><b>* <u>Practice:</u></b>  <b> Reading</b>                      1. Read Nick’s review of the film Titanic on his blog. Then find and underline these words in the passage. What do they mean?                      2. Read Nick’s blog again and answer the questions.  <b><u>Key:</u></b></p> <ol style="list-style-type: none"> <li>1. It is a romantic film</li> <li>2. It stars LEO and Kate</li> <li>3. It is about the sinking of the ship Titanic on its first voyage.</li> <li>4. The main character are Jack Dawson and Rose Sewitt</li> </ol>	