

<p>- Ss can compare answers before discussing them as a class.</p> <p>- Ask ss to read every film poster. Then ask Ss to work in pairs, talking about the films they would/ wouldn't like to see.</p> <p>- Ask Ss to work in pairs, asking and answering about the films from the posters.</p>	<p>- Pair-work</p> <p>- Pair-work</p>	<p>Bukater. Jack saves Rose from killing herself during the journey on board the ship. Although they are from different social classes, and Rose is already engaged, they fall in love.</p> <p>5. The ending of Titanic is very said.</p> <p>6. They say it is a must-see of the 20<sup>th</sup> century.</p> <p><b>📖 Speaking</b></p> <p>3. Look at the film posters below. Work in pairs. Talk about the films you would/ wouldn't like to see.</p> <ul style="list-style-type: none"> <li>• Documentary</li> <li>• Action</li> <li>• Horror</li> <li>• Sci-fi</li> </ul> <p>4. Now, ask and answer questions about the films.</p> <p><u>Example:</u></p> <p>A: I want to see Planet of the Jellyfish.</p> <p>B: What kind of the film is it?</p> <p>A: It's a science fiction.</p>	
<p>- Ask Ss to work in groups. Each group chooses a student to be in the hot seat, playing the role of a character in any of the films in the posters. The other members brainstorm the questions they would like to ask. Then, they in turns interview the student in the hot seat.</p>	<p>- Group-work</p>	<p><b>* <u>Production:</u></b></p> <p>5. In groups, choose a student to play the role of a character in any of the film above. Brainstorm questions you'd like to ask. Then interview the student.</p> <p><u>Example questions:</u></p> <ul style="list-style-type: none"> <li>• Can you describe your new film in three words?</li> <li>• Did you enjoy making film?</li> </ul>	

		<ul style="list-style-type: none"> <li>Why should we watch this film?</li> </ul>	
		<p><b>*Homework:</b> - Prepare the next lesson: (Skill 2)</p>	

## UNIT 8: FILMS

### Lesson 6: Skill 2

#### I. Objectives:

By the end of this lesson, students can:

- Listen to get the information about someone's favourite film star.
- Write a review for a film.

#### 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>
- Ask Ss to tell about their favourite actors/ actresses.	- Answer	<p><b>* Presentation:</b> <i>Questions:</i></p> <ul style="list-style-type: none"> <li>Who is your favourite actor/ actress?</li> <li>What does he/ she look like?</li> <li>What are his/ her successful films?</li> <li>What awards/ prizes has he/ she won?</li> </ul>	
- Play the recording and ask Ss to correct the statements. Then ask two or three Ss to write their answers on the board. - Play the recording again for Ss to check the answers.	- Individual work	<p><b>* Practice:</b> <b>📖 Listening</b> <i>1. Listen to the conversation and correct the following statements.</i> <i>Key:</i></p> <ol style="list-style-type: none"> <li>Tom Hanks is Nick's father's favorite film star.</li> <li>Tom Hanks isn't a handsome actor.</li> </ol>	

<p>- Ask Ss to read the rubric and study the questions carefully.</p> <p>- Have them work in pairs to discuss the answers from the information they have heard in 1.</p> <p>- Play the recording again and have Ss answer the questions as they listen.</p> <p>- Call on some Ss to write their answers on the board.</p> <p>- Ask Ss note about one of their favourite films. Then ask Ss to read out their notes to the whole class.</p>	<p>- Pair-work</p> <p>- Individual work</p>	<p>3. Tom Hanks has won two Oscars.</p> <p>2. Listen again. Answer the questions below.</p> <p><u>Key:</u></p> <ol style="list-style-type: none"> <li>1. He has won the Oscar for Best Actor twice.</li> <li>2. They say he is one of the best actors in Hollywood.</li> <li>3. He plays the role of a soldier in Saving Private Ryan.</li> <li>4. Because it is one of the best comedies in the 1990s.</li> </ol> <p> <b>Writing</b></p> <p>3. Make note about one of your favourite films.</p>	
<p>- Ask Ss to write the draft first. Then have them write their final version in class or at home.</p>	<p>- Group-work</p>	<p>* <b><u>Production:</u></b></p> <p>4. Write a review of your favourite film. Use the information in 3 and the film review on Nick's blog as a model. You may following the writing plan below.</p> <p><b>Introduction</b> (Paragraph 1) Name of the film, type of film, ...</p> <p><b>Body:</b> Paragraph 2: The plot. Paragraph 3: Other aspects of the film.</p> <p><b>Conclusion:</b> (Paragraph 4) Critics' reviews, your overall opinion.</p>	

		<p><b>*Homework:</b></p> <ul style="list-style-type: none"> <li>- Write the paragraph in your notebook.</li> <li>- Prepare the next lesson : <b>(Looking back)</b></li> </ul>	
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## UNIT 8: FILMS

### Lesson 7: Looking Back

#### I. Objectives:

By the end of this lesson, students can review all what they have 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, 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 think of as many examples of different types of films as possible.</li> <li>- Ask some Ss to say out their examples in front of the class.</li> </ul> <p>Examples of Vietnamese films are fine.</p>	<ul style="list-style-type: none"> <li>- Individual work</li> </ul>	<p><b>* Presentation:</b></p> <p><b>📖 Vocabulary</b></p> <p>1. Think of an example of every type of films in the box.</p> <p><u>Example:</u></p> <ul style="list-style-type: none"> <li>• Mr. Bean is a comedy.</li> </ul>	
<ul style="list-style-type: none"> <li>- Ask SS to read the sentences carefully and decide which type of films the people are talking about.</li> </ul>	<ul style="list-style-type: none"> <li>- Individual work</li> </ul>	<p><b>* Practice:</b></p> <p>2. Read the sentences. What types of films are the people talking about?</p> <p><u>Key:</u></p> <ol style="list-style-type: none"> <li>1. It's comedy.</li> <li>2. It's a horror film.</li> <li>3. It's a documentary.</li> <li>4. It's a romantic comedy.</li> <li>5. It's a sci-fi film.</li> </ol>	

<p>- Have Ss do the task independently. - Check their answers.</p> <p>- Ask Ss to work individually first to complete the second sentences. - Then have Ss work in pairs to swap their sentences. - Teacher gives correction and calls on some Ss to read the sentences aloud.</p> <p>- Ask Ss to work in pairs. Then call on some students to give their answers.</p>	<p>- Individual work</p> <p>- Individual work - Pair-work</p> <p>- Pair-work</p>	<p>3. Fill in the blanks with <i>-ed</i> or <i>-ing</i> adjectives that are formed from the verbs in brackets.</p> <p>Key:</p> <ol style="list-style-type: none"> <li>1. Terrified</li> <li>2. Disappointed</li> <li>3. Annoying</li> <li>4. Satisfied</li> <li>5. Shocking</li> </ol> <p>4. Complete the second sentence in each pair, using the word in brackets. The meaning of the both sentences should be the same.</p> <p>Key:</p> <ol style="list-style-type: none"> <li>1. They were excited about the film.</li> <li>2. The film was boring so they left halfway through it.</li> <li>3. We were moved at the ending of the film.</li> <li>4. You'll be surprised at his new film.</li> <li>5. Lots of people find the way he behaves/ his behavior confusing.</li> </ol> <p> <b>Grammar</b></p> <p>5. Match the first half in A with the suitable half in B.</p> <p>Key:</p> <p>1. d    2. e    3. a    4. b    5. c</p>									
<p>- Ask Ss to number the lines of the dialogue. Then ask them to check their answers with the whole class. After finishing, ask Ss to practice saying the dialogue with their partners.</p>	<p>- Individual work</p>	<p><b>* Production:</b></p> <p> <b>Communication</b></p> <p>6. Number the lines of the dialogue in the correct order.</p> <p>Key:</p> <table style="width: 100%; border: none;"> <tbody> <tr> <td style="width: 50%;">1. E</td> <td style="width: 50%;">6. D</td> </tr> <tr> <td>2. I</td> <td>7. G</td> </tr> <tr> <td>3. A</td> <td>8. C</td> </tr> <tr> <td>4. F</td> <td>9. H</td> </tr> </tbody> </table>	1. E	6. D	2. I	7. G	3. A	8. C	4. F	9. H	
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		5. B	
		<b>*<u>Homework:</u></b> - Do “project” on page 25. - Prepare next lesson: <i>(Unit 9: Festivals around the world - Lesson 1: Getting Started)</i>	

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