

Period 28 UNIT 13 : Film And Cinema Reading

A. OBJECTIVES: By the end of the lesson , students will be able to develop such reading micro-skills as skimming for main ideas, summarizing main ideas, scanning for specific ideas, and guessing meaning in context.

B. TEACHING AIDS: Textbook, handouts

C. PROCEDURE:

Time	Contents						
3'	<p>WARM - UP Picture in the textbook on page 132</p> <p>“What is the picture about?”</p> <p>- Answer : The picture about cinema.</p>						
8'	<p>I. PRE-READING *Vocabulary:</p> <ul style="list-style-type: none"> - discover (v) : khám phá → discovery (n): sự khám phá - still (adj): yên tĩnh → still picture: hình tĩnh - motion : sự chuyển động → in motion: đang chuyển động - motionless (adj): bất động - motional (adj): vận động - decade (n): thập niên - character (n): nhân vật → play character part: đóng vai nhân vật - scene (n) bối cảnh - screen (n): màn hình <p>* Checking: ROM</p>						
8'	<p>II. WHILE-READING TASK 1: <i>Find the word in the passage that can match with the definition on the right column.</i></p> <p>* Key :</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1. cinema</td> <td style="width: 50%;">4. rapidly</td> </tr> <tr> <td>2. sequence</td> <td>5. scene</td> </tr> <tr> <td>3. decade</td> <td>6. character</td> </tr> </table>	1. cinema	4. rapidly	2. sequence	5. scene	3. decade	6. character
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2. sequence	5. scene						
3. decade	6. character						
12'	<p>TASK 2: <i>Answering questions</i></p>						

5'	<p>* Key :</p> <ol style="list-style-type: none"> 1. The history of cinema began in the early 19th century. 2. At that time scientists discovered that when a sequence of still pictures were set in motion, they could give the feeling of movement. 3. No, they didn't. 4. Audiences were able to see long films in the early 1910s. 5. The sound was introduced at the end of the 1920s. 6. As the old silent films were being replaced by spoken ones, the musical cinema papered. <p>TASK 3: <i>Which of the options below is the best title for the passage.</i></p> <p>* Key :</p> <p>B. A Brief History of Cinema.</p> <p>III. POST-READING</p> <p>Talk about the passage, using the cues below</p> <p>19th century The history of cinema began. 1905 </p>
5'	<p>1910s </p> <p>1915 </p> <p>1920s </p> <p>HOMEWORK</p> <ul style="list-style-type: none"> - Learn by heart new words - prepare "Speaking"
1'	

Period 29 UNIT 13 : Film And Cinema Speaking

A. OBJECTIVES: By the end of the lesson , students will be able to:

- _ ask and answer questions about the plot of a film based on prompts
- _ tell what kinds of film they like or dislike
- _ express their opinions about a film, using attitudinal adjectives

B. TEACHING AIDS: Textbook, handouts, some film posters,...

C. PROCEDURE:

Time	Content	T's activities	Ss' activities
3'	<p>* WARM UP:</p> <ul style="list-style-type: none"> - Do you often watch film? How often? 	- Asks	- Answer

	<ul style="list-style-type: none"> - What kind of films do you know? - What kind of films do you like best? * Set the scene: You're going to do some thing that relates to the films. 	- Leads in	- Listen
5'	<p>I. PRE - SPEAKING: * Vocabulary:</p> <ul style="list-style-type: none"> - horror (a) kinh dị - detective (a) : thám tử - thriller(n): Cốt truyện ly kỳ - violent (a) : bạo lực - terrifying (a) : khủng khiếp, kinh hãi <p>I find it/them + adj I prefer (film) to (film)</p>	<ul style="list-style-type: none"> - Introduces new words - Follows steps of teaching vocabulary 	<ul style="list-style-type: none"> - Copy down - Listen - Repeat
5'	<p>TASK 1: <i>How much do you like each kind of film?</i> <i>Question:</i> How much do you like... (science fiction films/ cartoons)? <i>Answer:</i> I like them very much. Not much I don't like them very much. I don't like them at all</p>	<ul style="list-style-type: none"> - Has Ss work in pairs and ask and answer - Calls some pairs to practise 	<ul style="list-style-type: none"> - Pair work - Practise
13'	<p>I hate it.</p> <p>II. WHILE – SPEAKING TASK 2: <i>Find out what your friends feel about each kind of film.</i></p> <p><i>Vocabulary:</i> interesting, exciting, fascinating, amusing, boring, horrifying, ... <i>Structure:</i> somebody find sth/ sb + Adj → express one's opinion about sth or someone</p> <p>Agreement</p> <ul style="list-style-type: none"> - I agree - Yes, exactly - Right! - Sure! <p>Disagreement</p> <ul style="list-style-type: none"> - I don't think so - Yes, but ... - Do you think so? - You can't be serious! 	<ul style="list-style-type: none"> - Has Ss run through the information in the table - Gives structure and vocabulary - Has Ss study example and asks Ss to read in front of the class - Asks Ss to do group work - Goes round and helps if needed - Calls some Ss to present in front of the class - Corrects Ss' pronunciation and comments on Ss 	<ul style="list-style-type: none"> - Run through information in the table - Copy down - Study example and read in front of the class - Group work - Ask for help if needed - Present in front of the class - Listen and correct

<p>10'</p>	<p>- You must be kidding!</p> <p>* Example : A : What do you think of horror films ? B : Oh, I find them really terrifying. C : I don't quite agree with you. I find them very interesting. </p> <p>TASK 3: Find out his/ her preferences for films.</p> <p>* Prefer something to something: can be used to talk about one's preferences. Ex: <i>I prefer romantic films to action films.</i> * Example : A: Which do you prefer, detective films or science fiction films? B: Well, it's difficult to say. But I suppose I prefer science fiction films to detective ones.</p>	<p>presentation</p> <ul style="list-style-type: none"> - Has Ss read through the example - Calls one pair to read the example aloud in front of the class - Asks Ss to work in pairs - Goes round and helps if needed - Calls some pairs to practise in front of the class - Corrects Ss' pronunciation - Comments 	<ul style="list-style-type: none"> - Read through example - Read aloud in front of the class - Pair work - Practise in front of the class - Listen and correct - Listen
<p>8'</p>	<p>III. POST – SPEAKING TASK 4: Talk about a film you have seen. * Suggestion : I saw a very good film on TV last night .It's an educational film. It is about a man who felt sorry for what he had done in the past and then he tried to do something as a compensation for his terrible mistakes. It is moving film I like it and learn many things from it .It also gives me good lessons for life</p>	<ul style="list-style-type: none"> - Has Ss run through the suggestions in the textbook - Asks Ss to work in groups - Calls some Ss to present in front of the class - Comments 	<ul style="list-style-type: none"> - Run through - Group work - Present - Listen
<p>1'</p>	<p>* HOMEWORK Write 40-50 words about the kind of films you like best. Give reason</p>	<ul style="list-style-type: none"> - Gives task 	<ul style="list-style-type: none"> - Listen and take notes

Period 30 UNIT 13 : Film And Cinema Listening

A. OBJECTIVES: By the end of the lesson , students will be able to:
 _ develop such listening micro-skills as listening for specific information
 _ summarize main ideas.

B. TEACHING AIDS: Textbook, cassette player.

C. PROCEDURE:

Time	Content	T's activities	Ss' activities																								
5'	* WARM – UP : Chatting What do you often do in your free time? Set the scene	- Asks	- Answer																								
5'	I. PRE-LISTENING : * Vocabulary: - suppose (v): giả sử - instead (adv. conj) - plan (v) * Put a stick in the right column (p. 136) * Listen and repeat	- Introduces new words - Follows steps of teaching vocabulary - Asks Ss to put a stick in the column - Reads aloud and asks Ss to repeat	- Copy down - Follow teacher's instruction - follow - Listen and repeat																								
15'	II. WHILE-LISTENING TASK 1: Answering the question. * Key : They're planning to go to see the " Titanic"	- Plays the tape - Corrects - Plays the tape ask to listen again for checking	- Listen - Listen - Listen and copy down																								
12'	TASK 2: Completing the table * Key : <table style="margin-left: 40px; border: none;"> <tr> <td></td> <td style="text-align: center;">LAN</td> <td style="text-align: center;">HUONG</td> </tr> <tr> <td>Mon</td> <td>See a play</td> <td></td> </tr> <tr> <td>Tue</td> <td></td> <td></td> </tr> <tr> <td>Wed</td> <td></td> <td>Work & go to the singing club</td> </tr> <tr> <td>Thu</td> <td>Visit grandparents</td> <td></td> </tr> <tr> <td>Fri</td> <td></td> <td>Study Chinese</td> </tr> <tr> <td>Sat</td> <td>Work (busy)</td> <td></td> </tr> <tr> <td>Sun</td> <td></td> <td>Go on a picnic</td> </tr> </table>		LAN	HUONG	Mon	See a play		Tue			Wed		Work & go to the singing club	Thu	Visit grandparents		Fri		Study Chinese	Sat	Work (busy)		Sun		Go on a picnic	- Asks Ss to look through the calendar. - Plays the tape once. Ss check their answers with a partner. - Calls on some Ss to present their answers. - Provides correct answers.	- Look through the calendar - Listen carefully - Present answer - Copy down - Listen carefully
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Wed		Work & go to the singing club																									
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Sun		Go on a picnic																									
7'	TASK 3: Answering the question. Q: On what day can they meet? A: Tuesday (B/c they are both free on that day)	- Has Ss listen to the tape again and answer questions - Has Ss compare answer with friends - Collects answer - Checks and gives feedback	- Pair work - Give answer - Check and copy down																								
7'	III. POST-LISTENING Talk about Lan and Huong' plans for the next	- Has Ss work in groups - Class some Ss to presents	- Group work - Present																								

1'	weekend * HOMEWORK - Prepare "writing"	- Gives task	- Listen and take note
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