**Week: 10**

**Period: 28**

**Date of teaching: 5/11/2024**

**UNIT 5: MUSIC AND ARTS**

**Lesson 2: A CLOSER LOOK 1 + LANGUAGE FOCUS 1,2**

**Timing: 1 period (45 minutes)**

**I. Objectives**

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

**a.** Skills:

- *Main skill*

Speaking: pronounce the sounds /ʃ/ and /ʒ/ correctly in sentences

*- Sub- skill*:

Listening: listen for the sounds /ʃ/ and /ʒ/.

**b.** Language:

Vocabulary: measurement words / phrases often used with music and arts.

**2. Competence**

Students can pronounce the sounds /ʃ/ and /ʒ/ correctly in sentences and tell everyone about music and art.

**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, p.p.t file, pictures music and arts

**III. Procedure**

**Activity 1: Setting the scene (5 minutes)**

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| --- | --- |
| **Goal** | The activity aims at creating an active atmosphere in the class before the lesson and leading into the new unit |
| **Input** | **Game: Guessing game: Kinds of music** |
| **Procedure** | \* Teacher divides students into 2 groups and has them listen to some songs to guess what kinds of music they are.  \*\* Students work in 2 groups, try to listen, and guess.  \*\*\* The member in each group which has the answer can raise hand. If student has the correct answer, he/ she will get 1 point for his/ her group.  \*\*\*\* Teacher confirms the winner.  ***Suggested answers:***  1. Classical music:  <https://www.youtube.com/watch?v=zHvBPwNUBS8&ab_channel=JervyHou>  2. Rock:  <https://www.youtube.com/watch?v=AW8AFTBbetI&ab_channel=Infraction-NoCopyrightMusic>  3. Jazz:  <https://www.youtube.com/watch?v=jUCxIbI9cak&ab_channel=bojunc>  5. Pop:  <https://www.youtube.com/watch?v=8xg3vE8Ie_E&ab_channel=TaylorSwiftVEVO>  6. Country music:  <https://www.youtube.com/watch?v=rCIXjYo9qs4&ab_channel=MusicTravelLove> |
| **Outcome** | Teacher leads students into the lesson by telling them that “In today lesson, we are going to learn more words to talk about *Music and arts* and two sounds /ʃ/ and /ʒ/.” |

**Activity 2: Presenting new words (7 minutes)**

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| --- | --- |
| **Goal** | The activity aims at introducing visually some words related to the topic. |
| **Input** | **1. Match the phrases with the pictures. Then listen, check, and repeat the phrases.** |
| **Procedure** | Teacher introduces the vocabulary by:  + providing the synonyms or antonyms of the words;  + providing the pictures of the words.  - Teacher has students read the phrases aloud and corrects their pronunciation if needed.  - Teacher asks students for the Vietnamese meanings of these phrases.  ***Checking techniques:***  “Rub out and remember” |
| **Outcome** | 1. concert hall (n) phòng hòa nhạc (visual + explanation)  2. actress (n) nữ diễn viên (visual + explanation)  3. artist (n) nghệ sĩ (visual + explanation)  4. composer (n) nhà soạn nhạc (visual + explanation)  5. puppet (n) con rối (visual)  6. portrait (n)chân dung (visual)  7. photography (n) nhiếp ảnh (visual)  8. perform (v) trình diễn (visual + explanation) |

**Activity 3: Practising reading the words / phrases. (6 minutes)**

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| --- | --- |
| **Goal** | The activity aims atteaching the names of some people and places related to the topic. |
| **Input** | 2. LISTEN AND REPEAT THESE WORDS AND PHRASES, THEN WRITE THEM IN THE CORRECT COLUMNS. *(Ex. 1, p. 42)*  D:\2022-2023\Grade 7\Giáo án\giáo án lai vung\unit 4\z3625831625724_78ad4ac6d82da0cdc23de876e37325c4.jpg |
| **Procedure** | - Teacher asks students to listen and repeat the words independently.  - Students work individually.  - Teacher calls on some students to read aloud the words.  - Teacher corrects their pronunciation and explains the meaning of these words/ phrases if needed.  - After that, teacher asks students work in pairs to put these words / phrases in the correct box.  - Students work in pairs.  - Some students read out their answers.  - Teacher confirms the correct answers. |
| **Outcome** | |  |  | | --- | --- | | People | Places | | actress  artist  composer  musician  painter | art gallery  concert hall  puppet theatre | |

**Activity 4: Matching (7 minutes)**

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| **Goal** | The activity aims atteaching students how to combine a verb and a noun to talk about music and arts. |
| **Input** | **3. MATCH A WORD IN A WITH A WORD OR PHRASE IN B.** *(Ex 2, p. 42)*  D:\2022-2023\Grade 7\Giáo án\giáo án lai vung\unit 4\z3625844864075_75f982a25cf10235fed322d21c67b076.jpg |
| **Procedure** | - Teacher asks students to work in pairs to do the task and explains to students that in English some verbs and nouns go together, and some don’t.  - Students work in pairs to do matching to form collocations.  - Some students give their answers.  - Teacher checks students ‘answers as a class. |
| **Outcome** | **Answer key:**  1. e 2. d 3. a 4. c 5. b |

**Activity 5: Pronouncing the sounds (5 minutes)**

|  |  |
| --- | --- |
| **Goal** | The activity aims atgiving students practice in how to use words/ phrases related to music and arts in context. |
| **Input** | **Pronunciation:**  **4. UNDERLINE THE CORRECT WORD TO COMPLETE EACH SENTENCE.** *(Ex 3, p. 42)*  D:\2022-2023\Grade 7\Giáo án\giáo án lai vung\unit 4\z3625944532925_02f26dd18eb6c8315532737330841054.jpg |
| **Procedure** | \* Teacher has students work individually to read the sentences carefully and look for clues to complete the sentences.  \*\* Students work individually to do the task.  \*\*\* One student writes the words on the board.  \*\*\*\* Teacher confirms the correct answers. |
| **Outcome** | ***Suggested answers:***  1. drawing  2. composer  3. museum  4. concert  5. photography |

**Activity 6: Pronunciation (5 minutes)**

|  |  |
| --- | --- |
| **Goal** | The activity aims athelping students identify how to pronounce the sounds /ʃ/ and /ʒ/. |
| **Input** | **5. PRONUNCIATION**  D:\2022-2023\Grade 7\Giáo án\giáo án lai vung\unit 4\z3625957270272_b1e7a6f7ce0971a69dce9268e6f99cb1.jpg |
| **Procedure** | - Teacher writes on the board two words *musi****c****ian* and *televi****s****ion*. Then, teacher has students focus on the sounds of the two underlined letters “c” and “s”.  - Students practice saying the word individually.  - Teacher calls some students to read aloud.  -Teacher corrects if needed.  - Teacher link to how to pronounce two sounds /ʃ/ and /ʒ/”.  - Students imitate and practise the two sounds together.  - Teacher explains if needed. |
| **Outcome** | Ss pronounce the sounds /ʃ/ and /ʒ/ correctly in sentences. |

**Activity 7: Practice: (5 minutes)**

|  |  |
| --- | --- |
| **Goal** | This activity aims at helping students practise pronouncing these sounds in words and in context. |
| **Input** | **LISTEN AND REPEAT, AND SINGLE-UNDERLINE THE WORDS WITH THE SOUND /ʃ/ AND DOUBLE-UNDERLINE THE WORDS WITH THE SOUND /Ʒ/.** *(Ex 5, p. 42)*  **D:\2022-2023\Grade 7\Giáo án\giáo án lai vung\unit 4\z3625985519103_778ccc56a68c7fbce138f27fa497e5fa.jpg** |
| **Procedure** | - Teacher has students read the sentences and tells them to pay attention to the words with sounds /ʃ/ and /ʒ/ to underline.  - Students read and underline words with the two sounds they have learnt.  - Teacher plays the recording for students to listen and repeat each sentence. Teacher calls on some students to read the sentences individually.  - Teacher corrects their pronunciation if needed. |
| **Outcome** |  |

**Wrap-up: (5 minutes)**

- Ask Ss to summarise what they have learnt in the lesson.

- Ask Ss find 5 more words with the sound /ʃ/ and 5 more words with the sound /ʒ/. Write them down and practice pronouncing the words.

- Prepare A Closer Look 2.

**TASK 1: Write a word or phrase in each blank. *(Ex 1, p. 48)***

***\* Answer key:***

1. draw: a picture, a bird, a car

2. perform: a puppet show, a concert, a play

3. write: a book, a poem, a song

4. watch: TV, a film, a football match

**Task 2: Fill in each gap with a word or phrase from the box*.(Ex 2, p. 48)***

***\*Answer key:***

1. art collections

2. exhibition

3. works of art

4. paintings

5. visitors

**Week: 10**

**Period: 29**

**Date of teaching: 5/11/2024**

**UNIT 5: MUSIC AND ARTS**

**Lesson 3: A CLOSER LOOK 2 +LANGUAGE FOCUS 3,4**

**Timing: 1 period (45 minutes)**

**I. Objectives**

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

**a.** Skills:

- *Main skill:*

Writing: write sentences using comparative form

*- Sub- skill*:

Speaking: compare things

**2. Competence**

Students can Know how to recognize and write comparisons with like, different from, (not) as … as

**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 food and drink

**III. Procedure**

**Activity 1: Setting the scene (10 minutes)**

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| --- | --- |
| **Goal** | The activity aims activating students’ prior knowledge and vocabulary related to the targeted grammar. |
| **Input** | **Brainstorming** |
| **Procedure** | - Teacher asks students to work in 2 teams to think of as many adjectives to describe as possible.  - Students work in 2 teams.  - In 1 minute, students from each team, turn by turn, run to the board and write down one adjective.  - Teacher comments and counts how many correct answers for each team.  - The team which has more correct answers will be the winner.  - Teacher shows the picture and asks students to use one adjective they have found to make comparisons.    - Students work individually.  - Students give teacher a sentence:  “The boy on the left is taller than the boy on the right.”  - Teacher gives feedback, then lead to the new lesson. |
| **Outcome** | - Ss have an exciting atmosphere to start the lesson  ***Suggested answers:***  big, small, heavy, light, cheap, expensive, boring, interesting, special, fun, thin, fat, tall, short, handsome, ugly, etc. |

**Activity 2: Presentation the comparison form**

|  |  |
| --- | --- |
| **Goal** | The activity aims at introducing the targeted grammar of the lesson. |
| **Input** | comparisons usinglike, different from, (not) as … as” |
| **Procedure** | **COMPARISONS**  \* Teacher prepares some pictures and asks students to make comparisons.  \*\* Students make comparison, using the pictures teacher shows on the screen.  Elicit the model sentences:  1. *Teacher points to the yellow pencil and the orange pencil.*  The Most Edited #tools | Picsart  Students: The yellow pencil is shorter than the orange one.  Teacher: Right! Or I can say: “The yellow pencil is not as long as the orange one.”  2. *Teacher points to the yellow pencil and the pen and asks students to focus on the length of the two things.*    🡪 The pen is as long as the yellow pencil.  *3. Teacher points to the yellow pencil and the pen again and has students focus on their shape.*    🡪 The pen is different from the yellow pencil.  4. *Teacher says: “This is Robert’s pencil case and this is Mary’s pencil case” and asks them make comparison with “like”.*  Comparatives | Baamboozle  🡪 Robert’s pencil case is like Mary’s pencil case.  \*\*\* Students find out the form and the usage of comparisons using “like, different from, (not) as … as”  Concept checking:  + Form:  1. (not) as + adj + as  2. as + adj + as  3. to be different from  4. like  + Use: ask students to read “Remember box”, then teacher asks students some questions to check understanding.  \*\*\*\* Teacher gives comments and writes on the board the form and the usage. |
| **Outcome** | Comparison form  1. (not) as + adj + as  2. as + adj + as  3. to be different from  4. like |

**Activity 3: Practising the correct word of some, a lot of, lots of (5 minutes)**

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| **Goal** | The activity aims at helping students identify the correct form of comparisons using *like, different from, (not) as … as.* |
| **Input** | **WRITE LIKE, AS, OR DIFFERENT IN THE BLANKS.** *(Ex 1, p. 43)* |
| **Procedure** | - Teacher asks students to do the exercise individually and then compare their answers with a classmate.  - Students do the task individually.  - Some students explain their choices.  - Teacher confirms the correct answers. |
| **Outcome** | Key:  1. as 2. like 3. different 4. as 5. different |

**Activity 4: Practising with “How much, how many”( 5 minutes)**

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| --- | --- |
| **Goal** | The activity aims athelping students use the correct comparisons using *like, different from, (not) as … as.* |
| **Input** | 3. FINISH THE SECOND SENTENCE IN EACH PAIR, USING *LIKE, AS … AS,* OR *DIFFERENT FROM.* *(Ex 2, p. 43)*  D:\2022-2023\Grade 7\Giáo án\giáo án lai vung\unit 4\z3626131836922_d311615f9a6f834e527f7aee091675ea.jpg |
| **Procedure** | - Teacher has students do this exercise individually.  - Students do the task individually.  - Students give and explain their answers.  - Teacher confirms the correct answers. |
| **Outcome** | ***Key***  1. different from 2. like  3. as … as 4. different from 5. as … as |

**Activity 5: Practicing (5 minutes)**

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| **Goal** | The activity aims at helping student practice using *like, different from, (not) as … as*. |
| **Input** | **4**. COMPARE THE TWO MUSEUMS*: HISTORY* AND *SCIENCE,* USING *LIKE, AS … AS,* OR *DIFFERENT FROM*. *(Ex 3, p. 43)*  *D:\2022-2023\Grade 7\Giáo án\giáo án lai vung\unit 4\z3626150104537_427c6a3347123d7827d9a2a70f298c6c.jpg* |
| **Procedure** | - Teacher asks students to work in pairs and helps them interpret the table first.  - Students work in pairs to do the task and teacher encourages students to talk as much as possible.  - Teacher calls on students to read aloud the complete sentences.  - Teacher confirms the correct answers and helps them to correct mistakes if needed. |
| **Outcome** | Suggested answer:  1. The History Museum is not as modern as the Science Museum.  2. The staff in History Museum is as friendly as ones in Science Museum.  3. Things in History Museum are more interesting than things in Science Museum.  4. The price in History Museum is like in Science Museum. |

**Activity 6: Asking and answering about the recipes( 5 minutes)**

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| --- | --- |
| **Goal** | The activity aims at helping students revise to write comparisons using *like, different from, (not) as … as*.. |
| **Input** | **REWRITE THE SENTENCES, USING THE WORDS GIVEN AT THE BEGINNING.** *(Ex 4, p. 43)*  D:\2022-2023\Grade 7\Giáo án\giáo án lai vung\unit 4\z3626158538389_bb35f4ce12cae83d64fc2208a50252b3.jpg |
| **Procedure** | - Teacher asks students to do the task individually to write down the sentences in their notebooks.  - Students do the task individually and compare with their partners.  - Some students write their answers on the board.  - Teacher confirms the correct answers. |
| **Outcome** | Expected answer:  ***Suggested answers:***  1. I think comedies are not as interesting as action films.  2. Our history homework is not as difficult as our maths homework.  3. This year’s music contest is not like last year’s.  4. The characters in the film are different from the ones in the play.  5. That picture is not as bright as this one. |

**Activity 7:**

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| --- | --- |
| **Goal** | To help students practise speaking, using *like, different from, (not) as … as* through pictures. |
| **Input** | **LOOK AT THE TWO PICTURES AND COMPARE THEM.** *(Ex 5, p. 43)*  D:\2022-2023\Grade 7\Giáo án\giáo án lai vung\unit 4\z3626168088866_8e195ca6a0396b717c8ff6fef66f3dcc.jpg |
| **Procedure** | - Teacher asks students to work in groups to find out the similarities and differences between the two pictures and the things in them.  - Students work in groups to do the task.  - Students give as many sentences as possible.  -Teacher listens to students to correct common errors after finishing speaking. |
| **Output** | Suggested answer:  - Picture A is not as big as picture B.  - The cat in picture A is different from the cat in picture B.  - The cat in the house in picture A is like the cat in the house in picture B.  - The fish in picture A is not as big as the fish in picture B.  - The flower in picture A is not as small as the flower in picture B. |

**Wrap-up:(5 minutes)**

-Summarise the main points of the lesson.

- Ask Ss to do Looking Back 3 and 4 at home

- Prepare Communication

**Task 3:** Complete the sentences. Add the necessary words. **(Ex.3, p. 48)**

***\* Answer key:***

1. old as

2. different from

3. more important

4. not as good

5. not as easy as

**Task4:** Rewrite the sentences. Using the given words **(Ex. 4, p. 48)**

***\* Answer key***:

1. Exercising is better than playing video games.

2. Duong doesn’t / can’t draw animals as well as his father.

3. The Mona Lisa is more valuable than this painting.

4. Nick is not as artistic as David.

5. The second / first version of the play is like the first / second.

**Week: 10**

**Period: 30**

**Date of teaching: 8/11/2024**

**UNIT 5: MUSIC AND ART**

**Lesson 4: COMMUNICATION**

**Timing: 1 period (45 minutes)**

**I. Objectives**

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

**a.** Skills:

- *Main skill*

Speaking: Learn how to deal with some ways of expressing preferences

*- Sub- skill*:

Listening: listen for specific information about music and arts.

**b.** Language:

Vocabulary: use some vocabulary about music and arts

Grammar: Practise using some grammar points and vocabulary related to the topic.

**2. Competence**

Students can tell everyone about their classmate’s favorite kinds of music 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 music and arts

**III. Procedure**

**Activity 1: Setting the scene (5 minutes)**

|  |  |
| --- | --- |
| **Goal** | The activity aims at revising the old lesson and introduce the new lesson. |
| **Input** | **GAME: Jumbled words**   |  |  |  |  | | --- | --- | --- | --- | | 1. glleary | 2. cnocret | 3. Atcretss | 4. potrarit | | 5. csomepor | 5. ladasncpe | 7. Patiner | 8. pepput | |
| **Procedure** | - Teacher divides class into 2 teams and asks them to think reorder the jumbled words  - The team which has more correct words will be the winner  - Teacher leads students into the lesson. |
| **Outcome** | Key:   |  |  |  |  | | --- | --- | --- | --- | | 1. gallery | 2. concert | 3. Actress | 4. portrait | | 5. composer | 5. landscape | 7. Painter | 8. puppet | |

**Activity 2:** Introducing two ways of expressing preferences. **(5 minutes)**

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| --- | --- |
| **Goal** | The activity aims at introducing two ways of expressing preferences.. |
| **Input** | **Asking and answering about prices**  **LISTEN AND READ THE DIALOGUE, PAYING ATTENTION TO THE HIGHLIGHTED PARTS.** *(Ex. 1, p. 45)* |
| **Procedure** | - Teacher plays the recording for students to listen and read the conversation.  - Students listen and practise saying with their partners.  - Teacher calls some pairs to read aloud.  - Teacher corrects pronunciation if needed.  - Teacher asks students to pay attention to the highlighted parts and asks them some questions to elicit the new structure  - Students answer teacher’s questions to find out new structure to express preferences.  - Some students give the new structure to the teacher.  - Teacher corrects and writes on the board: |
| **Outcome** | **Structure: to express preference**  - prefer sth  - like sth better |

**Activity 3: MAKE SIMILAR CONVERSATION (10 minutes)**

|  |  |
| --- | --- |
| **Goal** | The activity aims at helping students practise expressing their preferences |
| **Input** | **Work in pairs. Ask and answer questions about your preferences for painting and taking photos; singing and dancing.** *(Ex. 2, p. 45)*  D:\2022-2023\Grade 7\Giáo án\giáo án lai vung\unit 4\z3626227516171_c00c9f7333af2c4d233cb0492bb3fcc0.jpg |
| **Procedure** | - Teacher has students look at the situation in Ex. 2 to make similar dialogue:  *1. painting and taking photos*  *2. singing and dancing*  - Students work in pairs to make similar dialogue.  -Teacher calls some pairs to present it in front of the class.  - Teacher gives feedback and some comments. |
| **Outcome** | ***Suggested answers:***  *A: Which do you prefer, painting or taking photos?*  *B: I prefer taking photos because it is more interesting.*  *A: And which do you like better, singing or dancing?*  *B: I like dancing better.* |

**Activity 4: Practicing ( 5 minutes)**

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| --- | --- |
| **Goal** | - The activity aims at helping students recall or get to know some information about famous people in the field of music and arts, and some common forms of arts. |
| **Input** | **CHOOSE THE CORRECT ANSWER TO EACH QUESTION.** *(Ex. 3, p.45)*  D:\2022-2023\Grade 7\Giáo án\giáo án lai vung\unit 4\z3626234113801_9b6bbb86876f5395be1d84730092d368.jpg |
| **Procedure** | - Teacher asks students to work in pairs to choose the correct answer.  - Students do the task in pairs.  - Teacher calls some students to give their answer and explain it.  - Teacher confirms the correct answers. |
| **Outcome** | **Key:**  1. B 2. A 3. A 4. B |

**Activity 5: Practising (7 minutes)**

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| --- | --- |
| **Goal** | The activity aims at helping students revise vocabulary related to the topic and to introduce how students in other countries learn music and arts. |
| **Input** | **READ THE FOLLOWING PARAGRAPH. UNDERLINE THE WORDS RELATED TO THE TOPIC OF ARTS AND MUSIC.** *(Ex. 4, p. 45)* |
| **Procedure** | - Teacher asks students to work individually to read through the paragraph, find, and underline the words related to the topic.  - Students work in individually.  - Some students read aloud.  - Teacher confirms and corrects if needed. |
| **Outcome** | ***Suggested answer:*** *(Teacher’s book, p.69)*  Hi. My name is Susie. I’m from Australia. I’m in grade 7. My school teaches arts and music to all the students. Some forms of art such as painting or drama are optional: you can choose to learn them if you like. Music and dancing are compulsory: all of us must study them every week. The school even has a choir, and they perform every month. There are also different art clubs, and you can join any of them. |

**Activity 6: Speaking (8 minutes)**

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| --- | --- |
| **Goal** | - To help students talk about how students in Viet Nam study music and arts.  - To help them compare their school and schools in other countries. |
| **Input** | **TALK ABOUT HOW YOU LEARN MUSIC AND ARTS. COMPARE SUSIE’S SCHOOL WITH YOUR SCHOOL. YOU CAN USE *LIKE, AS … AS,* OR *DIFFERENT FROM.*** *(Ex 5, p. 45)* |
| **Procedure** | - Teacher asks students to work in group to discuss how students in Viet Nam learn music and arts, then compare with Susie’s school.  - Students work in groups to take notes some activities they have when learning music and arts, then compare.  - Teacher goes round the class to monitor and give support if necessary.  - Students from each group present their ideas to the class.  - Teacher comments on their clarify, language, fluency, grammar,… |
| **Output** | **Students’ speaking about the topic and the grammar point.** |

**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.

Teacher has Ss say what they have learnt in the lesson.

Prepare Skills 1.

**DUYỆT CỦA TỔ TRƯỞNG NGƯỜI SOẠN**

 

Phạm Thị Tuyết Hoa Đỗ Thị Thu Hằng