**Week: 11**

**Period: 31**

**Date of teaching: 12/11/2024**

UNIT 4: MUSIC AND ARTS

# **Lesson 5: Skills 1**

**I. Objectives**

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

**a.** Skills:

Reading:read for general and specific information about traditional music.

Speaking: talk about a musical performance at one’s school.

**b.**Language:

Vocabulary: use some vocabulary about traditional art

Grammar: use the simple past tense to talk about a musical performance last year.

**2. Competence**

Students can tell everyone a musical performance.

**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, TV/ Pictures, cards

**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: FACE TO FACE**  TRADITIONAL PERFORMANCES |
| **Procedure** | - Teacher writes on the board “Traditional performances”, then divides the class into 2 teams and asks them to think of the words and list as many words as possible.  - Students work in groups and have 1 minute to think of the words related to the topic.  - Each member from each team takes turns to says one word.  - -Teacher confirms the correct answers. The team which has more than right will be the winner. |
| **Outcome** | 1. Ss have an exciting atmosphere to start the lesson  2. Suggested answers: Quan Ho singing, Xoan singing, Ca Tru singing, Nha nhac, Bai Choi Folk Singing, Cultural Space of Gong, A O show, Don Ca Tai Tu, water puppet show, … |

**Activity 2: Teaching new words (8 minutes)**

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| **Goal** | The activity aims at providing students with vocabulary and helping students well-prepared for the reading and speaking tasks. |
| **Input** | - puppetry (n) /ˈpʌpɪtri/: nghệ thuật múa rối  - string (n) /strɪŋ/: sợi dây  - control (v) /kənˈtrəʊl/: kiểm soát |
| **Procedure** | - follow steps of teaching new vocabulary  - use “RUB OUT AND REMEMBER”to check vocabulary |
| **Outcome** | 1. Ss have certain vocabulary for the reading and speaking tasks.  2. three new words |

**Activity 3: Activating Ss' knowledge of the topic (5 minutes)**

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| **Goal** | The activity aims is to activate students’ knowledge of the topic of the reading text (a traditional art form). |
| **Input** | **Task 1: Look at the picture. Discussthe questions below with the partners (Ex 1, p. 46)** |
| **Procedure** | - Teacher asks SS to work in pairs to look at the picture and answer the question: “What can you see in the picture?”  - Ss work with their partner to think of words to describe the traditional art  - Teacher writes on the board, corrects pronunciation or grammar if needed.  -Teacher listens and does not need to care about whether they know or don’t know about these traditional art forms, whether they like them or not. |
| **Outcome** | 1. Ss express their thought about the picture  2. Expected answer**:**  - A water puppet show  - Quan Ho singing |

**Activity 4: Guessing the meaning of new words in context. (5 minutes)**

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| **Goal** | The activity aims athelping Ss develop the skill of guessing the meaning of new words in context. |
| **Input** | **Task 2: Read the email and match the highlighted words with their meaning. (Ex 2, p. 46)** |
| **Procedure** | - Teacher has students read the text very quickly and focus on the four phrases given and the four highlighted words in passage.  - Students do the task independently.  -Teacher tells students to compare their answers in pairs before calling some of them to check.  - Teacher confirms the correct answer and explains if needed. |
| **Outcome** | 1. Ss can guess the vocabulary in context.  2. Answer key***:***  1. performed  2. traditional  3. fantastic  4. festival |

**Activity 5: Reading(8minutes)**

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| **Goal** | The activity aims athelping Ss to improve Ss’ skills of reading for details. |
| **Input** | **Task 3: Read the email again and answer the questions . (Ex 3, p. 46)**  1.Who went to see a water puppet show yesterday?  2.Where did the water puppet show take place?  3.Who controlled the puppets?  4.What are water puppet shows normally about?  5.Is water puppetry a traditional Vietnamese art form? |
| **Procedure** | - Teacher asks students to read the email again, work in pairs to ask and answer the questions.  - Students work in pairs.  - Teacher uses the game “Lucky numbers” to check their comprehension.  - Teacher divides the class into 2 teams.  - Each team, turn by turn, chooses one number: If the number is a question, they must answer it correctly to get 1 point. If the number is a lucky one, they will get 2 points without having to answer any questions.  - The team who gets more points will be the winner.    -Teacher corrects the answers.  Number 7: Question 5: Yes, it is. |
| **Outcome** | ***Answer key:***  Lucky numbers: 1,4,8  Number 2: Question 1: Mary did.  Number 3: Question 2: In a pool.  Number 5: Question 3: The artists did.  Number 6: Question 4: (They are) about everyday life in the countryside of Viet Nam. |

**Activity 6: Speaking about Mark’s school musical performance last year. (7 minutes)**

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| **Goal** | The activity aims to enable Ss practice asking and answering questions about about Mark’s school musical performance. |
| **Input** | Task 4: Work in pairs. Ask and answer about Mark’s schoolmusical performance last year  Mark’s school performance  Time: Sat. night  Durian: 3 hours  Place: school yard  Items performance: plays, dances, songs, magic,…  Example:  A: When was the performance?  B: On Saturday night  A: How long did it last?  B: It lasts three hours. |
| **Procedure** | - Teacher asks students to read about Mark’s school musical performance last year, then let them work in pairs to ask and answer questions about the performance.  - Students work in pairs to do the task. Teacher goes around and corrects mistakes or gives help when necessary. Encourage students to ask more questions.  - Teacher calls on some pairs to perform the task in front of the class.  - Teacher and other students listen and comment. |
| **Outcome** | ***Suggested answer:***  A: When was the performance?  B: On Saturday night.  A: How long did it last?  B: It lasted three hours.  A: Where did it take place?  B: In the schoolyard.  A: What did they perform?  B: They performed some plays, danced, sang songs, … |

**Activity 7: Discussing and speaking about a musical performance to celebrate Teacher’s Day. (5 minutes)**

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| **Goal** | The activity aims at practicing about a musical performance to celebrate Teacher’s Day. |
| **Input** | **Task 5: Your school is going to have a musical performance to celebrate Teacher’s Day. Work in groups. Make a plan for the performance and talk about the items you will contribute. (Ex 5, p. 46)**  **Your school performance:**  **Time:………**  **Durian:……….**  **Place:………..**  **Items contributed:………..** |
| **Procedure** | - Teacher has students work in groups and asks them to give their ideas about the items they’d like to contribute  - Students work in groups to do the task. Teacher goes around, listens and gives help if needed.  - Teacher asks students to talk about the item they have agreed on, and how they will prepare for it.  - Have students give comments on their friends and vote for the most interesting and informative presentation.  - Teacher gives feedback and comments. |
| **Outcome** | ***Suggested answers:***  A: I think we will perform a play.  B: A play takes a long time to prepare. I think we will sing in a choir.  C: Quang can sing solo. He has a nice voice for singing.  … |

**Wrap-up: (2minutes)**

- 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.

**Week: 11**

**Period: 32**

**Date of teaching: 12/11/2024**

**UNIT 4: MUSIC AND ARTS**

# **Lesson 6: Skills 2**

**I. Objectives**

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

**a.** Skills:

- *Main skills*

Listening: listen for general and specific information about street painting

Write: write an informal letter of invitation

- Sub skill:

Reading: read the specific information in an informal letter of invitation

**b.**Language:

Vocabulary: use some vocabulary about street painting

Grammar: use the structure Let’s… and How about + V-ing ? to write a informal letter of invitation

**2. Competence**

Students can write a letter to invite some one to a street painting festival

**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, TV and pictures

**III. Procedure**

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

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| **Goal** | The activity aims at activating students’ prior knowledge and vocabulary related to the lesson. |
| **Input** | **BRAINSTORMING** |
| **Procedure** | - Teacher writes on the board the phrase “Traditional arts around the world” and asks students to think of it.  - Students think of it and can discuss with their partners.  - Teacher calls some students to give their answers.  - Teacher listens and gives comments. |
| **Outcome** | 1. Ss have an exciting atmosphere to start the lesson  2. ***Suggested ideas:***  Lam vong dance of Laos; Chinese Opera; ballet of France and Russia; Origami in Japan;Kite making and flying in India;Watchmaking in Switzerland; …  3.Teacher introduces students the content of the lesson: *“In the lesson today, we are going to listen to find out the information about very special type of art. It called: street art/street painting.*” |

**Activity 2: Teaching new words (5 minutes)**

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| **Goal** | The activity aims at providing students with vocabulary and helping students well-prepared for the listening and writing tasks. |
| **Input** | 1. pavement (n): [visual + explanation]    2. occur (v): [explanation]  3. support (n):[explanation]  4. huge (adj): [explanation] |
| **Procedure** | – follow steps of teaching new vocabulary  - use “RUB OUT AND REMEMBER”to check vocabulary |
| **Outcome** | - Ss have certain vocabulary for the listening and writing tasks.  - Four new words |

**Activity 2: Activating Ss' knowledge of the topic (5 minutes)**

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| **Goal** | The activity aims at activating students’ knowledge of the topic of the listening text. |
| **Input** | **TASK 1: DISCUSS THE QUESTION BELOW WITH A PARTNER** *(Ex. 1, p. 47)*  *What do you know about street painting?*  *Where do artists paint their pictures? Do they have to pay to paint there?* |
| **Procedure** | - Teacher asks students to work in pairs to ask and answer about street painting.  - Students work with their partner to do the task.  - Teacher calls on some students to answer.  - Teacher gives comments and leads students to task 2. |
| **Outcome** | **Sts’ anwser** |

**Activity 3: Listening for specific information. (3 minutes)**

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| **Goal** | The activity aims at helping students practise listening for specific information (to find some words while listening to the recording). |
| **Input** | **TASK 2: LISTEN TO A MAN TALKING ABOUT STREET PAINTING AND TICK (√) THE WORDS YOU HEAR.** *(Ex.2, p.47)* |
| **Procedure** | - Teacher asks students to read the five words given and try to predict what words they will hear in the listening.  - Students work independently to read and predict. Then, teacher plays the recording once or twice for students to listen carefully and tick the words they hear.  - Teacher calls some Ss to give the answers.  - Teacher plays the recording again and confirms the correct answers for their prediction. |
| **Outcome** | **-** Ss can guess the vocabulary in context.  **- Key:**  **1. artists, 3. painting, 4. enjoy** |

**Activity 4: Listening for** **comprehension and note taking skills. (7 minutes)**

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| **Goal** | The activity aims at helping Ss develop the skill of listening for specific information. |
| **Input** | **TASK 3: LISTEN TO THE PASSAGE AGAIN AND CHOOSE THE CORRECT ANSWERS.** *(Ex. 3, p. 47)* |
| **Procedure** | -Teacher asks students to read the questions carefully then plays the recording again to choose the correct answer to each question.  - Students work independently to listen.  - Students give their answers.  - Teacher plays the recording as many times as necessary and confirms the correct answers. |
| **Outcome** | ***Suggested answers:***  1. A  2. C  3. C  4. B  ***Audio script – Tracks 28 + 29:***  *Street painting – or street art – is an old type of art. In the 16th century artists began to draw on the pavement using chalk. Today, you can see street painting events everywhere. They attract many people who come to enjoy and take part in them. Many of them are free too. So join in and become an artist yourself!*  *One of the largest events in the United States is the Lake Worth Street Painting Festival. It began in 1994 and now occurs every February with the support of artists and volunteers. It is free for everyone.*  *About 100,000 visitors come to enjoy it. About 600 artists work on the pavement to make the street a huge art gallery!* |

**Activity 4: Retelling (3 minutes)**

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| **Goal** | The activity aims at helping students retell what they have listened. |
| **Input** | **TASK 4: RETELLING** |
| **Procedure** | - Teacher asks students to work in groups and take turns to retell the information about “Street painting” as much as they can.  - Students work in groups to do the task. Teacher moves around and offers help if needed.  - Teacher invites some students to retell it.  - Teacher confirms the correct answers. |
| **Outcome** | **Students retell** |

**Activity 5: Reading the letter. (5 minutes)**

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| **Goal** | The activity aims at helping students learn the purpose and format of an informal letter of invitation |
| **Input** | **TASK 5: READ THE FOLLOWING LETTER AND CHOOSE THE CORRECT ANSWERS.** *(Ex. 4, p. 47)* |
| **Procedure** | **-**Teacher asks students to do the task in *Ex. 4, p. 47*.  - Students do the task individually.  - Students give their answers.  - Teacher corrects |
| **Outcome** | ***Answer key:***  1. A  2. B |

**Activity 6: Writing a letter to invite someone to a street painting festival. (10 minutes)**

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| **Goal** | The activity aims at helping students write an informal letter of invitation. |
| **Input** | **TASK 6: WRITE A LETTER TO INVITE SOMEONE TO A STREET PAINTING FESTIVAL, USING THE FOLLOWING CUES.** *(Ex. 5, p. 47)*   * Event: Street Painting Festival * Start time: 9 o’clock, Sunday morning * Place: Central Rd * Activities: meeting street artists, drawing pictures on the street * Time to meet: 8: 45. |
| **Procedure** | - Teacher tells students that they are going to write a letter to invite someone to a street painting festival. Students should follow the cues and base on the format to write.  - Students work independently to do the task and teacher goes around and helps if necessary.  - Teacher asks two students go to the board to write their letter  -Check and comment |
| **Outcome** | - Ss can write a letter of invitation  -Expected answer: Students’ letter |

**Wrap-up: (2minutes)**

- 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.

**Week: 11**

**Period: 33**

**Date of teaching: 15/11/2024**

UNIT 4: MUSIC AND ARTS

# **Lesson 7: Project**

**I. Objectives**

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

**a.** Skills:

Speaking**:** talk about a music show on poster

Write: make posters and write present about them

**b.**Language:

Vocabulary: use some vocabularies related to music and art.

Grammar: use like, different from, (not) as…as correctly

**2. Competence**

Students can make posters and present it in front of the class

**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 Global Success, ppt file, TV/ pictures

**III. Procedure**

**Project presentation (40 minutes)**

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| **Goal** | The activity aims at presenting a project ORGNIZING MUSIC SHOW |
| **Input** | U4-L7-1 \* Work in group. Imagine that you are going to organize a music show. Decide on the folowing:   * Name of the show * Time and place * Activities * …. |
| **Procedure** | - Ask Ss to read the instructions again (T has already assigned the project since the first lesson of the Unit and check their progress after each lesson). Let students have some time to check their posters for the final time and make any adjustments if neccessary.  - T has groups show and present the invitation to the class.  - Students in other groups comment and vote for the best poster.  - Teacher confirms and corrects. |
| **Outcome** | 1. Hello everyone! My name’s ­­\_\_\_\_­\_. Today, I’m going to present my poster about a music show. The name of the show is traditional music night. It starts at 8 pm on Saturday November 10 th. It will be on 2nd floor, Town Hall. At the show you can enjoy folk music, folk dance, drammar and more. I think it is meaningful because all money will go to charity to help poor children. Please connect the webpage [www.ddfolkshow.com](http://www.ddfolkshow.com) to know more information.  2. Students show their posters and present them in front of the class |

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

- Ask Ss to summarize 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.

- Ask Ss to complete the self-assessment table.

- Identify any difficulties, weak areas, and provide further practice.

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| --- | --- | --- | --- |
| **Now I can...** | **✔** | **✔✔** | **✔✔✔** |
| • use the words related to music and arts. |  |  |  |
| • pronounce the sounds /ʃ/ and /ʒ/ correctly. |  |  |  |
| • use *like, different from, (not) as... as.* |  |  |  |
| • express preferences. |  |  |  |
| • read about a traditional art form. |  |  |  |
| • talk about a musical performance at my school. |  |  |  |
| • listen to a talk about street painting. |  |  |  |
| • write an informal letter of invitation. |  |  |  |

**DUYỆT CỦA TỔ TRƯỞNG NGƯỜI SOẠN**

 

Phạm Thị Tuyết Hoa Đỗ Thị Thu Hằng