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| Week 11Period : 31 | Unit 4: MUSIC AND ARTSLesson 5: Skills 1 | PD: 9 / 11 /2023TD:13 /11 / 2023 |

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

**I. Knowledge:**

 - Read for specific information about traditional art.

 - Talk about a musical performance at their school.

**II. Competences:**

 - Develop communication skills.

 - Be collaborative and supportive in pair work and team work.

 - Actively join in class activities.

**III. Character qualities:** Be benevolent and responsible.

**B. TEACHING AIDS**: The lesson plan, Grade 7 textbook – Unit 4, Laptop, TV, Sachmem.vn…

**C. PROCEDURE:**

**I. Warm – up:**

Game: FACE TO FACE: Traditional performances

**Aim:** - To introduce the topic of reading.

- T. writes on the board “Traditional performances”

- T. divides the class into 2 teams and asks them to think of the words and list as many words as possible.

- Ss 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.

- T. confirms the correct answers. The team which has more than right will be the winner.

**\* 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, …

- Lead to the new lesson.

**II. Pre-stage:**

**\*Aim:** - To provide Ss with some lexical items before reading the text.

 **- To activate Ss’ knowledge of the topic of the reading text (a traditional art form).**

**Vocabulary:**

- T. teaches some vocabularies by using different techniques.

 **- puppetry** (n): /ˈpʌpɪtri/ [picture + explanation]: múa rối

 **- string** (n): /strɪŋ/ [visual + explanation]: cuộn dây

 **- control** (v): /kənˈtrəʊl/ [ explanation]: điều khiển

**\* Checking**: Rub out and Remember.

**Act 1: Look at the pictures. Discuss the questions below with a partner. (p.46)**

- T. asks Ss to work in pairs to look at some pictures in Ex. 1 on page 46 to discuss with their partners.

- T. calls some Ss to check what they have discussed.

- T. 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.

 **III. During-stage:**

**\*Aim:** **- To help Ss read to find some words in context and their meanings.**

 **- To help Ss read for specific information about a traditional art form;**

 **- To give Ss some understanding of water puppetry – a traditional art form of north Viet Nam.**

**Act 2: Read the email and match the highlighted words with their meanings (p.46)**

– Tell Ss to read the four phrases given and the four highlighted words in the passage. Then ask them to read the passage. Set a strict time limit to ensure Ss read quickly for specific information.

– Tell Ss to look for some signs to help them find the right words, e.g. the words ‘showed or presented’ are verbs in the past simple tense, so the verb ‘performed’ must be the answer.

– Call on some Ss to say the words or write them on the board. T. gives correction.

**\* Key: 1.**performed                **2.**traditional                **3.**fantastic                **4.**festival

**Act 3: Read the email again and answer the questions (p.46).**

- T. asks Ss to read the email again, work in pairs to ask and answer the questions.

- T. uses the game “Lucky numbers” to check their comprehension.

- The team who gets more points will be the winner.



- T. corrects the answers.

**\* 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.

Number 7: Question 5: Yes, it is.

**IV. Post–stage:**

**\*Aim:- To help Ss ask and answer questions about a school musical performance.**

 - To help Ss practise speaking about what they will do and how they will prepare for their school performance.

**Act 4: Work in pairs. Ask and answer about Mark’s school musical performance last year. (p.46).**

– First have Ss read about Mark’s school musical performance last year. Make sure they understand everything.

– Have them work in pairs, asking and answering questions about the performance. T goes around and corrects mistakes or gives help when necessary. Encourage Ss to ask more questions.

– Call on some pairs to perform the task in front of the class. T. and other Ss listen and comment.

**Act 5: MAKE A PLAN AND TALK**

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. (p.46).

– Have Ss work in groups. Let them take turns to give their ideas about their plan for the performance and the items they’d like to contribute:

**\* Example**:

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.

…

– Then ask Ss to talk about the plan and items they have agreed on, and how they will prepare for them.

– While Ss are talking, T goes round the class and monitors. Remember not to stop them in order to correct their mistakes. When they are finished, T explains common errors.

**\* Extension:**

Famous musicians and artists:

– Put Ss in small groups.

– Each student tells their group about a famous musician or artist he/ she admires. Then they tell their group members what they know about the musician or artist.

– Have Ss find more information about their chosen musician or artist on the Internet at home and take notes.

– During the next lesson, the groups reform and each group member shares more information about their chosen musician or artist.

**V.** **Wrap-up/ Consolidation:**

**\*Aim:**- To consolidate what students have learnt in the lesson.

- T. asks Ss to talk about what they have learnt in the lesson.

**VI. Homework:** - Do exercises in the text book.

 - Prepare for the next lesson: Skills 2.

**\* FEEDBACK**: …………………………………………………………………………………………………………………………………………………………………………………………………………………………………..

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| Week 11Period :32 | Unit 4: MUSIC AND ARTSLesson 6: Skills 2 | PD: 10 / 11 /2023TD:13 /11 / 2023 |

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

**I. Knowledge:**

 - Listening:

 + use the lexical items related to the topic Music and arts;

 + listen for specific information about street painting.

 - Writing: write an informal letter of invitation.

**II. Competences:**

 - Develop communication skills.

 - Be collaborative and supportive in pair work and team work.

 - Actively join in class activities.

**III. Character qualities**: - Be benevolent and responsible.

**B. TEACHING AIDS**: The lesson plan, Grade 7 textbook – Unit 4, laptop, TV, sachmem.vn…

**C. PROCEDURE:**

**I. Warm – up**:

Game: BRAINSTORMING

**\*Aim:** To activate students’ prior knowledge and vocabulary related to the lesson.

- T. writes on the board the phrase “Traditional arts around the world” and asks Ss to think of it.

- Ss think of it and can discuss with their partners.

- T. calls some Ss to give their answers.

- T. gives comments.

\* 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; - Lead to the new 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.”

**II. Pre-stage:**

**\*Aim**:- To provide Ss with some lexical items before reading the text.

 - To activate students’ knowledge of the topic of the listening text.

**Vocabulary:**

- T. teaches some vocabularies, using different techniques:

 **- pavement** (n): [visual + explanation]: vỉa hè, lề đường, mặt đường

 **- occur** (v): [explanation]: xảy ra

 **- support** (n): [explanation]: sự ủng hộ

 **- huge** (adj): [explanation]: rất lớn, khổng lồ

\* Checking: **Rub out and Remember**.

**Act 1: Discuss the questions below with a partner. (p.47)**

– Have Ss work in pairs. Allow them to ask and answer about street painting.



**Examples:**

• Do you know about street painting?

• Where do artists paint their pictures?

• Do they have to pay to paint there?

• …

– Encourage Ss to talk as much as possible. What they know is not very important as long as they speak English.

- T. gives comments and leads students to task 2.

 **III. During-stage:**

**\*Aim**:- To help Ss practise listening for specific information (to find some words while listening to the recording).

 **-**To develop students’ skill of listening for specific information (scanning).

**Act 2:** **Listen to a man talking about street painting and tick (v) the words you hear (p.47)**

- T. asks Ss to read the five words given and try to predict what words they will hear in the listening.

- Ss work independently to read and predict. Then, T. plays the recording once or twice for Ss to listen carefully and tick the words they hear.

- T. calls some Ss to give the answers.

- T. plays the recording again and confirms the correct answers.

**Answer key: 1. artists 3. painting 4. enjoy**

**Act 3: Listen to the passage again and choose the correct answers (p.47).**

- T. asks Ss to read the questions carefully then plays the recording again to choose the correct answer to each question.

- Ss work independently to listen.

- Ss give their answers.

- T. plays the recording as many times as necessary and confirms the correct answers.

**\* Suggested answers: 1. A, 2. C, 3. C, 4. B**

**IV. Post–stage:**

**\*Aim:**

 **- To help Ss learn the purpose and format of an informal letter of invitation.**

 - To help Ss write an informal letter of invitation.

**Act 4: Read the following letter and choose the correct answers. (p.47).**

– Have Ss read the sample letter carefully and choose the correct answers. Then have them note down the language necessary for writing an informal letter of invitation. T. writes it on the board.

– Tell Ss to pay attention to the box and learn the writing tip.

**Key:  1. A   2. B**

**Act 5: Write a letter to invite someone to a street painting festival, using the following cues. (p.47).**

– Have Ss read the cues and the writing tip in the box carefully, then practise writing the letter. Tell Ss to pay special attention to grammar, use of words, spelling, and punctuation.

– T may collect some Ss’ papers and mark them, then comment in class.

– If there is not enough time for Ss to write their letter in class, have them do it as homework.

**\* PEER- CHECKING:**

**\*Aim:-**To peer check, cross check and final check students’ writing.

- T asks Ss to share their writing with their partners. Then, call on some Ss to show their writing in front of the class.

- T checks ideas, grammar, vocabulary and gives comments.

**V. Wrap-up/ Consolidation:**

**\*Aim:-**To consolidate what students have learnt in the lesson.

- T. asks Ss to talk about what they have learnt in the lesson.

**VI. Homework:** - Rewrite the letter on the notebook.

 - Prepare for the next lesson: Looking Back+ Project

**\* FEEDBACK:** …………………………………………………………………………………………………………………………………………………………………………………………

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| Week 11Period 33 | **Unit 4: MUSIC AND ARTS****Lesson 7: Looking back & Project** | PD: 10 / 11 /2023TD:14 /11 / 2023 |

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

**I. Knowledge**

 - review the vocabulary and grammar of Unit 4

 - apply what they have learnt (vocabulary and grammar) into practice through a project

**II. Competences**

 - Develop communication skills and creativity

 - Be collaborative and supportive in pair work and team work

 - Actively join in class activities

**III. Character qualities**

 - Be benevolent and responsible

 - Develop self-study skills

B. TEACHING AIDS:

 -Grade 7 textbook - Unit 4, Computer connected to the Internet, TV/ Pictures,…

**C. PROCEDURES**

**I. Warm up** (3’)

**\* Aim: -**To help students revise the vocabulary items they have learnt in the unit.

-To enhance students’ skills of cooperating with team mates.

**- Mind map:**

- Teacher writes on the board “Unit 4” and asks students to think of what they have learnt already in this unit.

Unit 4

Vocabulary

Grammar

Pronunciation

- Students work in pairs to do the task.

- Teacher calls some students to retell.

- Teacher confirms and leads them to do all the exercises in books.

**II. Looking back** (16’)

**Act 1: WRITE A WORD OR PHRASE IN EACH BLANK TO GO WITH THE GIVEN VERB.** *(Ex. 1, p. 48)*

**\*Aim:** To help students revise the collocations with some verbs used in the field of music and arts.

- Teacher has students work individually to read the verbs and write the correct words / phrases to go with these verbs.

***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

**Act 2: FILL IN EACH GAP WITH A WORD OR PHRASE FROM THE BOX TO COMPLETE THE PASSAGE.** *(Ex. 2, p. 48)*

**Aim:**

+ To help students review the words / phrases about music and arts used in the context of a passage.

+ To give students some information of the Louvre Museum - the world’s largest art museum.

- Teacher has students work individually to revise the words / phrases given in the box, then do the task.

***Answer key:*** 1. art collections 2. exhibition 3. works of art 4. paintings 5. visitors

**Act 3: COMPLETE THE SENTENCES, USING THE WORDS IN BRACKETS. ADD THE NECESSARY WORDS.** *(Ex. 3, p. 48)*

 **\*Aim:** To help students revise the comparisons they have learnt in the context of sentences.

- Teacher asks students to revise how to use the different ways of comparing they have learnt and then complete the task. Tell them to add the necessary words.

***Answer key:*** 1. old as 2. different from 3. more important 4. not as good 5. not as easy as

**Act 4: REWRITE THE SENTENCES, USING THE GIVEN WORDS.** *(Ex. 4, p. 48)*

**\* Aim:** To help students to write sentences using the comparisons they have learnt.

- Teacher asks students to write sentences in their notebooks, using the comparisons they have learnt, and the words provided.

***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.

**3. Project** (23’)

**Act 5: POSTERS EXHIBITION**

**\*Aim:** To allow Ss to apply what they have learnt (vocabulary and grammar) into practice through a project.

- 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.

**III. Consolidation** (2’): Teacher asks students to talk about what they have learnt in the lesson.

**IV.Homework** (1’):

- Prepare for the next lesson: Unit 5 – Getting Started.

**\* FEEDBACK**

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