

Date of planning : 28/10/2020

Date of teaching: 04/11/2020

UNIT 4: MUSIC AND ARTS

Period 26: Lesson 2: A Closer Look 1

I. Objectives:

By the end of this lesson, students can pronounce correctly the sounds /f/ and /z/ in isolation and in context; use vocabulary related to the topic “Music and Arts”.

1. Knowledge:

a. *Vocabulary*: the lexical items related to the topic “Music and Arts”.

b. *Structures*: combinations: draw, paint a picture, play the guitar....

c. *Pronounce sounds*: / \int / and / z / correctly in isolation and context

2. **Skills**: - Listening, pronouncing skills.

3. **Attitude**: Sts must have respected attitude towards the famous musicians and artists who left excellent songs and pictures.

4. Competences:

- Form and/or improve such competencies as: collaboration, teamwork, communication, presentation, problem-solving, assessment, etc.

II. Preparations:

+ Teacher’s activities: Course book, CD player, picture.

+ Students’ activities: books, pens.

III. Anticipated problems and solutions:

Ss may have difficulty in pronunciation



IV. Procedures:

1. Old lesson.

- Check the old lesson

2. New lesson.

<i>Teacher's Activities</i>	<i>Ss' Activities</i>	<i>Content</i>
I. Warm up & Lead in		
<p>- Teacher divides students into 2 groups and explain the rules</p> <p>- Each group takes turn to guess the letter.</p> <p>- The group that has more correct answers wins the game</p> <p>- Teacher gives feedback</p> <p>- Let Ss work in pairs then check their answers.</p> <p>- Ask Ss to read the words after T. Let them talk about these musical instruments.</p> <p>- Teacher gets feedback and lead to the lesson</p>	<p>Group work</p> <p>Pair work</p>	<p>* <u>Warm up</u> : Game - Word puzzle</p> <p style="text-align: center;">MUSICCAL INSTRUMENT</p> <p>This puzzle consists of 18 word squares, relating to something that people use to make sound/ melodies to entertain themselves and other people.</p> <p><i>3b. Write the type of musical instruments in the box under each picture.</i></p> <p><u>Key</u>:</p> <ol style="list-style-type: none">1. a guitar2. a drum3. Dan Bau (one string guitar)4. a violin5. a cello6. a piano

		7. a saxophone
II. Presentation:		
<ul style="list-style-type: none"> - Teacher follows the seven steps of teaching vocab - Use different techniques to teach. <p>Checking: ROR</p> <ul style="list-style-type: none"> - Play the recording and let Ss listen. Play again with pause for Ss to repeat each word. - Correct their pronunciation. - Have Ss work individually to match the words with the phrases. - Call one or two Ss to write the combination on the board. 	<ul style="list-style-type: none"> - T-whole class - Individual work 	<p> Vocabulary</p> <ul style="list-style-type: none"> - cello : (n) đàn viôlông xen - saxophone : (n) kèn xắc xô - ocean : (n) đại dương - decision : (n) quyết định - leisure : (n) thời gian rảnh rỗi, - portrait : (n) Chân dung <p>1. Listen and repeat these words.</p> <div style="border: 1px solid orange; border-radius: 15px; padding: 10px; text-align: center;"> <p>painter artist actress musician puppet dancer singer song writer</p> </div> <p>2. Match a word in A with a phrase in B. <u>Key:</u> 1. e 2. b 3. a 4. d 5. c</p>
III. Practice		
<ul style="list-style-type: none"> - Let Ss work individually to prepare the exercise in 2' - Teacher gives the rules - Students take turn to choose the instrument and answer the questions to get presents - Teacher gets feedback - Teacher elicits from the students - Let Ss practice the sound /ʃ/ and /ʒ/ together. Show Ss how to pronounce the two sounds. Play the recording and let Ss listen and repeat. - Play the recording twice or 	<ul style="list-style-type: none"> Individual work T - Ss Individual 	<p>4. Game: Lucky instrument <i>Put one of these words in each blank to finish the sentences.</i> <u>Key:</u> 1. Painter 2. Pop 3. Singer 4. Draw 5. Puppet 6. Instrument</p> <p> Pronunciation /ʃ/ and /ʒ/</p> <p>5. Listen and repeat the words. Pay attention the sound /ʃ/ and /ʒ/</p> <p>6. Listen to the words and put them into two groups.</p>

<p>three times. Help Ss distinguish the two sounds, and put the words in the right columns.</p> <ul style="list-style-type: none"> - Call some Ss to write their answers on the board. - Let the class comment and give them the correct answers 	<p>work</p>	<p><u>Key:</u></p> <table border="1" data-bbox="831 159 1353 365"> <tr> <td data-bbox="831 159 1091 203">/ʃ/</td> <td data-bbox="1091 159 1353 203">/ʒ/</td> </tr> <tr> <td data-bbox="831 203 1091 365">Anxious, Musician, dishwasher, rubbish.</td> <td data-bbox="1091 203 1353 365">Closure, occasion, leisure, television.</td> </tr> </table>	/ʃ/	/ʒ/	Anxious, Musician, dishwasher, rubbish.	Closure, occasion, leisure, television.
/ʃ/	/ʒ/					
Anxious, Musician, dishwasher, rubbish.	Closure, occasion, leisure, television.					

IV. Production

<ul style="list-style-type: none"> - Teacher divides class into 4 groups. - Teacher reads the words. If there is /ʃ/ sound, they stand up. If there is /ʒ/ sound, they sit down - The group that has more correct answers will win 	<p>- Group work</p>	<p><i>Game : Stand up or sit down</i></p> <ol style="list-style-type: none"> 1.usual 2.condition 3.machine 4.sugar 5.occasion 6.rubbish
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<p>V. Homework:</p> <ul style="list-style-type: none"> - Learn new words by heart. - Practice words with the sound / ʃ /, and / ʒ /. - Do part 7 (page 40 – text book) - Prepare the next lesson <p style="text-align: center;"><i>(A closer look 2)</i></p>

V. Experience

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