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| **School: ………………………………………..** | **Date:……………………………………..** |
| **Class: …………………………….....................** | **Period: 42** |

**UNIT 3: ARTS AND MUSIC**

**Vocabulary 3c (Page 50)**

**1. Objectives**

By the end of this lesson, students will be able to…

**1.1. Language knowledge/ skills**

- learn and use vocabulary: *stage, row, aisle, box, curtain, balcony.*

- practise listening for specific and general information.

- talk about their music taste.

- improve listening skills and pronunciation.

**1.2. Competences**

- improve Ss’ communication, collaboration, analytical and critical thinking skills.

**1.3. Attributes**

- build their love for music.

- develop their patriotism, kindness, honesty.

**2. Teaching aids and materials**

**- Teacher’s aids:** Student’s book and Teacher’s book, class CDs, IWB – Phần mềm tương tác trực quan, projector/interactive whiteboard /TV (if any), PowerPoint slides.

**- Students’ aids:** Student’s book, Workbook, Notebook.

**3. Assessment Evidence**

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| **Performance Tasks** | **Performance Products** | **Assessment Tools** |
| - Label the places in the theatre.  - Complete the sentences with the words from Exercise 1.  - Listen and identify the types of music they hear.  - Listen to a dialogue and match the people to their favourite type of music.  - Talk in pairs about their favourite/ least favourite type of music. | **-** Ss’ answers.  **-** Ss’ answers.  - Ss’ answers.  - Ss’ answers.  - Ss’ answers / presentation. | - Observation.  - Observation.  - Observation.  - Observation.  - Observation. |

**4. Procedures**

**A. Warm up: 5 minutes**

a. Objectives: to brainstorm the topic and introduce vocabulary for music.

b. Content: task 1.

c. Expected outcomes: Ss can think and recall vocabulary and think about the topic.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Label the places in a theatre (1-6) with the words in the list.**  • stage • row • aisle • box • curtain • balcony    - Ask Ss to look at the diagram of the theatre.  - Read out the words in the list and give Ss time to use them to label the places in the theatre. | - Look at the diagram of the theatre.  - Label the places in the theatre. |

**B. Vocabulary presentation: 10 minutes**

a. Objectives: to present new vocabulary for areas in a theatre.

b. Content: tasks 1, 2.

c. Expected outcomes: Ss can remember and understand the meanings of the vocabulary.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task 1: Listen and check, then repeat.**  *- curtain (n)*  *- box (n)*  *- balcony (n)*  *- row (n)*  *- stage (n)*  *- aisle (n)*  - Play the recording for Ss to listen and check their answers.  - Then play the recording again with pauses for Ss to repeat chorally and/or individually. - Check Ss’ pronunciation and intonation. | - Look at the pictures.  - Listen and repeat chorally and individually. |
| **Task 2: Complete the sentences with the words from Exercise 1.**  **1.** The \_\_\_\_\_\_\_came down at the end of the play.  **2.** Our seats are in \_\_\_\_\_\_\_ D.  **3.** The Queen watched the play from the royal \_\_\_\_\_\_\_.  **4.** The actors walked out onto the \_\_\_\_\_\_\_.  **5.** There weren’t enough seats, so the audience stood in the \_\_\_\_\_\_\_.  **6.** I don‘t like seats in the \_\_\_\_\_\_\_. I like ones in the main floor.  - Explain the task and give Ss time to complete it using the words from Exercise 1.  - Check Ss’ answers (using the IWB). | - Complete the sentences with the words from Exercise 1.  ***Answer keys:***  1. curtain  2. row  3. box  4. stage  5. aisle  6. balcony |

**C. Vocabulary practice: 15 minutes**

a. Objectives: to help Ss practise new vocabulary; practise listening for specific information.

b. Content: task 3 and task 4.

c. Expected outcomes: Ss can recall and use the words in the context correctly, listen and do the task.

d. Organization:

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| **Teacher’s activities** | **Students’ activities** |
| **Task 3.** **Listen to the five musical extracts. Which types of music below can you hear?**  - Ask Ss to read the types of music in the list.  - Play the recording, twice if necessary.  - Check Ss’ answers. You can play the recording with pauses for Ss to check their answers (using the IWB). | - Read the types of music in the list.  - Listen and identify the types of music they hear.  *Answer keys:*  *1.* rock  *2. pop*  *3.* classical  *4. jazz*  *5. hip hop* |
| **Task 4**: **Listen to a dialogue and match the people to their favourite type of music. Two types are extra.**  - Explain the task and give Ss time to look at the names and types of music.  - Play the recording, twice if necessary.  - Check Ss’ answers. You can play the recording with pauses for Ss to check their answers (using the IWB). | - Look at the names and types of music.  - Listen and complete the task.  ***Answer keys:***  *1.Sue- d. classical*  *2. Hans- c. pop*  *3. Danny- b. jazz* |

**D. Vocabulary production: 10 minutes**

a. Objectives: to help Ss to use the language and information to talk about music taste.

b. Content: Task 5.

c. Expected outcomes: Ss can to talk about music taste and present it to the class.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task 5: Which is your favourite/least favourite type of music? Why? Tell your partner using the adjectives** *fast***,** *slow***,** *exciting***,** *boring***,** *relaxing***,** *happy* **or** *sad***.**  *I like hip hop because it’s happy.*  *I don’t like classical music because it’s boring.*  - Explain the task and read out the list of adjectives. Explain/Elicit the meanings of any unknown words.  - Ask Ss to talk in pairs about their favourite/ least favourite type of music.  - Monitor the activity around the class and then ask some Ss to tell the class. | - Read the instruction and the list of adjectives.  - Talk in pairs about their favourite/ least favourite type of music.  ***Suggested Answer:***  *I like rock because it’s exciting. I don’t like opera because it’s boring.* |

**E. Consolidation and homework assignments: 5 minutes**

**-** Vocabulary: *stage, row, aisle, box, curtain, balcony.*

- Do the exercises in workbook on page 28.

- Do the vocabulary exercise in TA7 Right On! Notebook page 23.

- Prepare the next lesson: Speaking 3d (page 51).

**5. Reflection**

a. What I liked most about this lesson today:

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b. What I learned from this lesson today:

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c. What I should improve for this lesson next time:

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