

School:
Class:

Date:.....
Period:

UNIT 3: MUSIC AND ARTS

Lesson 1.1 - Vocabulary and Reading (Page 20)

I. OBJECTIVES

By the end of the lesson, Ss will be able to:

1.1. Language knowledge and skills

- talk about types of music (*jazz, hip hop, pop, classical music, rock, country music*).
- use some adjectives to describe types of music (*boring, noisy, interesting, exciting, fun, terrible, beautiful*).
- read and understand general and specific information about two students' favorite types of music.
- use Present simple for facts.

1.2. Competences

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

1.3. Attributes

- love music.
- relax with music after hard studying days.

II. TEACHING AIDS AND LEARNING MATERIALS

1. Teacher's aids: Student book and Teacher's book, class CDs, Digital Book (DCR phần mềm tương tác SB, DHA (*từ vựng/ cấu trúc*) phần mềm trò chơi tương tác), projector/interactive whiteboard / TV (if any), PowerPoint slides.

2. Students' aids: Student's book, workbook, notebook.

III. ASSESSMENT EVIDENCE

Performance Tasks	Performance Products	Assessment Tools
<ul style="list-style-type: none">- Introduce some words about types of music.- Introduce adjectives to describe types of music.- Match the words with the pictures in a.- Listen and repeat.- Discuss which types of music you like and dislike. Describe them using the adjectives in the book.- Read the blog post of Binh and Linh. Do they like rock	<ul style="list-style-type: none">- Ss' answers in notebooks.- Ss' answers.- Ss' answers.- Ss' answers.- Ss' answers/ presentation.	<ul style="list-style-type: none">- T's feedback.- T's observation/ DCR.- T's feedback/Peers' feedback.- T's observation / feedback.

music? - Read the unfinished sentences and circle the correct answers.	- Ss' answers. - Ss' answers.	- T's feedback/Peers' feedback. - T's feedback/Peers' feedback.
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IV. PROCEDURES

A. Warm up: (5')

a) Objective: Introduce the new lesson and set the scene for Ss to acquire new language; get students' attention at the beginning of the class by enjoyable and short activities as well as to engage them in the follow-up steps.

b) Content: Introduce some words about types of music (*jazz, hip hop, pop, classical music, rock, country music*).

c) Expected outcomes: Ss have general ideas about the topic of the new lesson: "music and arts".

d) Organization of the activity:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES						
<p>📄 Option 1: Matching</p> <ul style="list-style-type: none"> - Use the "New words" part a.– page 20 for the warm-up activity. - Show pictures and words using DCR, have Ss match the words and phrases with the pictures (in pairs). - Call Ss to give answers. - Give feedback and show correct answers. - Lead to the new lesson. - Play the audio (CD1 – Track 24), have Ss listen and repeat. - Correct Ss' pronunciation if necessary. <p>🔊 New Words a. Match the words with the pictures. Listen and repeat. 🎧</p>  <p>📄 Option 2:</p> <ul style="list-style-type: none"> - Play a video clip about kinds of music. - Have Ss listen and watch, then try to remember the kinds of music listed in the clip. - Call Ss to give answers. - Give feedback and lead to the new lesson: Music and arts. <p>*Link: https://www.youtube.com/watch?v=wiF8YlKNx4g</p>	<ul style="list-style-type: none"> - Work in pairs to match the words and phrases with the pictures. - Give answers. - Listen. <p style="text-align: center;">Answer keys</p> <p>New Words a. ★★★★★</p> <table style="width: 100%;"> <tr> <td>1. pop</td> <td>4. country (music)</td> </tr> <tr> <td>2. classical music</td> <td>5. jazz</td> </tr> <tr> <td>3. rock</td> <td>6. hip hop</td> </tr> </table> <ul style="list-style-type: none"> - Listen, watch and try to remember the kinds of music listed in the clip. - Give answers. <p style="text-align: center;">Suggested answers</p> <p>Kinds of music listed in the clip: <i>blues, classical, country, rock, folk, hip hop, jazz,</i></p>	1. pop	4. country (music)	2. classical music	5. jazz	3. rock	6. hip hop
1. pop	4. country (music)						
2. classical music	5. jazz						
3. rock	6. hip hop						



pop, reggae, rock.

B. New lesson (35')

❖ **Activity 1: Pre-Reading (Vocabulary) (12')**

a) Objective: Ss know some words about types of music and adjectives to describe them

b) Content:

- Vocabulary study: words about types of music (*jazz, hip hop, pop, classical music, rock, country music*) and some adjectives to describe types of music (*boring, noisy, interesting, exciting, fun, terrible, beautiful*).
- Speaking: Say which types of music do you like and dislike. Use the adjectives in the box to describe them.

c) Expected outcomes: Ss know how to pronounce the new words correctly and use them in appropriate situations.

d) Organization of the activity:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES						
<p>Task a. Match the words and phrases with the pictures. Listen and repeat.</p> <p>🔊 Option 1 (<i>If the teacher hasn't used this part for the Warm-up activity</i>)</p> <ul style="list-style-type: none"> - Demonstrate the activity on DCR, using the example. - Have Ss match the words and phrases with the pictures. - Divide class into pairs and have them check their answers with their partners. - Call Ss to give answers (read or write). - Check answers as a whole class. - Play audio (CD1 – Track 24). Have Ss listen and repeat. - Correct Ss' pronunciation. <p>🔊 Option 2: Matching (<i>If the teacher has used part a. for the Warm-up activity</i>)</p> <ul style="list-style-type: none"> - Have Ss review the words they have known in the warm-up activity by looking at the pictures of some famous music bands / singers (Artists) in the word and matching them with words about types of music Ss have learnt. 	<ul style="list-style-type: none"> - Look and listen. - Work individually. - Work in pairs. - Give answers. - Listen and repeat. <p style="text-align: center;">Answer keys</p> <p>New Words a. ★★☆☆</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1. pop</td> <td style="width: 50%;">4. country (music)</td> </tr> <tr> <td>2. classical music</td> <td>5. jazz</td> </tr> <tr> <td>3. rock</td> <td>6. hip hop</td> </tr> </table> <ul style="list-style-type: none"> - Work in groups of 3 or 4. - Give answers. 	1. pop	4. country (music)	2. classical music	5. jazz	3. rock	6. hip hop
1. pop	4. country (music)						
2. classical music	5. jazz						
3. rock	6. hip hop						

- Call Ss to give answers (read or write).
- Check answers as a whole class.
- Call some Ss to read the words again.
- Correct Ss' pronunciation if necessary.

Match famous artists with their types of music

1.		A. rock
2.		B. classical
3.		C. pop
4.		D. hip hop
5.		E. rap

Task b. Discuss which types of music do you like and dislike. Describe them using the adjectives in the box.

- Have Ss discuss in pairs which types of music they like and dislike, encourage Ss to use some more adjectives besides the ones given in the textbook.
- Have Ss share their ideas in front of the class.
- Give feedback and evaluation.

- Read.

Answer keys

Match famous artists with their types of music

1.		A. rock
2.		B. classical
3.		C. pop
4.		D. hip hop
5.		E. rap

(Note: Blue arrows in the original image indicate the correct matches: 1 to C, 2 to D, 3 to A, 4 to E, 5 to B.)

- Work in pairs.

- Present.

❖ **Activity 2: While - Reading (17')**

a) Objective: Students can develop their reading skill.

b) Content: Read the blog post. Do Bình and Linh both like rock music?

c) Expected outcomes: Students can read and understand general and specific information about a blog post about music types.

d) Organization of the activity:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
<p>Task a. Read the blog post. Do Bình and Linh both like rock music?</p> <ul style="list-style-type: none"> - Ask Ss to read the blog post, and then answer the question. - Remind Ss to underline or highlight the keywords or supporting ideas for their answers. - Have Ss exchange their answers with a partner. 	<ul style="list-style-type: none"> -Work individually. - Exchange answers.

<ul style="list-style-type: none"> - Have some Ss share their answers with the class (read), explain for their answers. - Give feedback. - Give feedback and correct Ss' answers if necessary. <p>Task b. Now, read and circle the correct answers.</p> <ul style="list-style-type: none"> - Have Ss read the questions, underline key words and guess the answers. - Have Ss read the blog post again and circle the correct answers – underline or highlight the supporting ideas. - Have Ss check answers with their partners. - Call Ss to give answers, explain. - Give feedback and evaluation. 	<ul style="list-style-type: none"> - Read answers, explain. - Check answers. <p style="text-align: center;">Answer keys Reading a. </p> <p style="text-align: center;">No, they don't.</p> <ul style="list-style-type: none"> - Read and underline. - Do the task. - Check answers. - Give answers. <p style="text-align: center;">Answer keys Reading b. </p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td>1. b</td> <td>4. c</td> </tr> <tr> <td>2. a</td> <td>5. b</td> </tr> <tr> <td>3. b</td> <td></td> </tr> </table>	1. b	4. c	2. a	5. b	3. b	
1. b	4. c						
2. a	5. b						
3. b							

❖ **Activity 3: Post - Reading (6')**

a) Objective: Students can use the vocabulary and ideas from the reading text to develop their speaking skill.

b) Content: Speaking: When do you like to listen to music?

c) Expected outcomes: Students can talk about their favorite kinds of music and the time they listen to them.

d) Organization of the activity:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
<p>Task c. In pairs: When do you like to listen to music?</p> <ul style="list-style-type: none"> - Have Students work in pairs to favorite kinds of music and the time they listen to them - Call some Ss to share their ideas with the whole class - Give feedback and evaluation. 	<ul style="list-style-type: none"> - Discuss in pairs. - Present. - Listen.

C. Consolidation and homework assignments (5')

*** Consolidation:**

- Words about types of music (*jazz, hip hop, pop, classical music, rock, country music*).
- Adjectives to describe types of music (*boring, noisy, interesting, exciting, fun, terrible, beautiful*).

*** Homework:**

- Learn the new words by heart.
- Practice talking about types of music.

- Do the exercises in WB: New words + Reading (pages 14, 15).
- Do the vocabulary exercise in Tiếng Anh 7 i-Learn Smart World Notebook (page 16).
- Play consolation games in Tiếng Anh 7 i-Learn Smart World DHA App on www.eduhome.com.vn- -
- Prepare: Unit 3 - Lesson 1.2 – Grammar (page 21 – SB).

D. 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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