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| **School: ………………………………………..** | **Date:……………………………………..** |
| **Class: …………………………….....................** | **Period: 48** |

**UNIT 3: ARTS AND MUSIC**

**CLIL (Page 56)**

**1. Objectives**

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

**1.1. Language knowledge/ skills**

- learn and use some vocabulary: *woodwind,* *blow air*, *string,* *bow,* *strike*, *pluck,* *brass,* *vibrate*, *slide,* *percussion.*

- practise listening and reading for specific information.

- talk about a musical instrument they would like to play or learn to play

- improve listening skills and pronunciation.

**1.2. Competences**

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

**1.3. Attributes**

- develop their patriotism, kindness, honesty and accountability.

**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** |
| - Look at the pictures of the musical instruments. Then listen and repeat.  - Answer the question.  - Read the text again and choose the correct musical instruments from the text to answer the questions.  - Talk about a musical instrument they would like to play or learn to play. | - Ss’ performance.  **-** Ss’ answers.  - Ss’ answers.  - Ss’ answers/ presentation. | - Observation.  - Observation.  - Observation.  - Observation. |

**4. Procedures**

**A. Warm up: 5 minutes**

a. Objectives: to present vocabulary for musical instruments.

b. Content: Task 1.

c. Expected outcomes: Ss learn and use vocabulary for musical instruments.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task 1. Look at the pictures of the musical instruments. Listen and repeat.**  - Ask Ss to look at the musical instruments.  - Play the recording with pauses for Ss to repeat chorally and/or individually.  - Check Ss’ pronunciation and intonation. | - Look at the musical instruments.  **-** Listen andrepeat chorally and/or individually. |

**B. Presentation: 10 minutes**

a. Objectives: to present some key words of the text.

b. Content: vocabulary.

c. Expected outcomes: Ss can understand and learn some key words of the text.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Vocabulary:**  *+* *woodwind*  + *blow air*  + *string*  + *bow*  *+* *strike*  + *pluck*  + *brass*  *+* *vibrate*  + *slide*  + *percussion*  - Ask Ss to read the text and underline the words above.  - Get Ss to try to guess their meanings in the context first.  - Explain the meanings of the words.  - Ask Ss to listen and repeat chorally and individually.  - Check if Ss remember the words. | - Read the text and underline the words.  - Try to guess their meanings in the context.  - Listen to the teachers and take notes the meanings of those words.  - Listen and repeat chorally and individually  - Answer the teacher. |

**C. Practice: 15 minutes**

a. Objectives: to help Ss practise listening and reading for specific information.

b. Content: task 2 and task 3.

c. Expected outcomes: Ss can understand the text and improve their listening and reading skills.

d. Organization:

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| **Teacher’s activities** | **Students’ activities** |
| **Task 2:** **Which musical instrument can be a string or a percussion instrument?**  **Listen and read to find out.**  - Play the recording (using the IWB).  - Check Ss’ answers (using the IWB). | - Listen and find out which musical instrument can be a string or percussion*.*  ***Answer Keys:***  *The piano can be a string or a percussion instrument.* |
| **Task 3:** **Read the text again. Choose the correct musical instruments from the text to answer the questions.**  *Which type of musical instrument …*  ***1*** *keeps the rhythm?*  ***2*** *sometimes needs a bow to play it?*  ***3*** *sometimes looks like a pipe with holes?*  ***4*** *do you play by vibrating your lips?*  - Explain the task and give Ss time to complete it.  - Check Ss’ answers using IWB. | - Listen to teacher’s explanation and complete the task.  - Share with their friend.  ***Answer keys***  *1.* percussion  *2.* string  *3.* woodwind  *4.* brass |

**D. Production: 10 minutes**

a. Objectives: to help Ss to use the language and information in the real situation.

b. Content: task 4.

c. Expected outcomes: Ss can talk about a musical instrument they would like to play or learn to play.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task 4:** **Think of a musical instrument. Which one would you like to play or learn to play? Explain your ideas.**  - Ask Ss to discuss the question in closed pairs.  - Monitor the activity around the class and then ask various Ss to share their answers with the rest of the class. | - Think of a musical instrument and choose a musical instrument  - Explain their ideas.  ***- Ss’ own answers*** |

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

**-** Vocabulary: *woodwind,* *blow air*, *string,* *bow,* *strike*, *pluck,* *brass,* *vibrate*, *slide,* *percussion.*

- Do the exercises in workbook on page 68.

- Prepare the next lesson: Right on (page 57).

**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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