**UNIT 3: MUSIC**

**Lesson 2: Language**

**I/ Learning outcomes:**

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

1. **Knowledge:**

- pronounce two-syllable words with correct stress;

- understand and use words and phrases related to music;

- use conjunctions to make compound sentences;

- use *to*-infinitives and bare infinitives after some verbs.

1. **Competences:**

- be collaborative and supportive in pair work and team work

- access and consolidate information from a variety of sources

- actively join in class activities

1. **Attributes:**

- be willing to learn new language points

- be aware of the important role of music in life.

**II/ Teaching and learning resources:**

Tivi, speakers, textbook, teacher's book, handouts, laptop, sachmem.vn

**III/** **PROCEDURE:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Aims** | **Content** | **Outcomes** | **Steps** |
| **ACTIVITY 1: WARM UP (5’)** | | | |
| * To arouse the classroom atmosphere * To lead in the lesson | **1. Board game: (5’)**   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | |  | S | **I** | N | G | E | R |  | | F | A | M | O | **U** | S |  |  | | A | T | T | R | A | **C** | T |  | |  | A | R | T | I | **S** | T |  | | P | E | R | F | O | R | **M** |  | | Ss’s chance to get to know some two-syllable words related to the topic Music | **Lead-in** |
| **PRONUNCIATION** | | | |
| **ACTIVITY 2: STUDY/ PRESENTATION (5’)** | | | |
| To give Ss practice in identifying the stressed syllables in two-syllable words and pronouncing these words. | **2. LISTEN AND REPEAT. PAY ATTENTION TO THE STRESSED SYLLABLE IN EACH WORD.** *(Ex.1, p.29)*   |  |  | | --- | --- | | **Stress on the first syllable** | **Stress on the second syllable** | | singer  programme  common  careful | relax  perform  attract  decide | | Some pronounced two-syllable words  **Rules**:   * Most two-syllable nouns and adjectives have the stress on the first syllable. * Most two-syllable verbs have the stress on the second syllable. | **Elicit**  Elicit the rule of the two-syllable words. |
| **ACTIVITY 3: PRACTICE (5’)** | | | |
| To help Ss identify stressed syllables in two-syllable words in sentences and pronounce these words correctly. | 1. **LISTEN AND MARK THE STRESSED SYLLABLES IN THE WORDS IN BOLD.** *(Ex.2, p.29)* | Stressed syllables in two-syllable words | **Practice**  - Do the task individually and work in pairs to compare the answers.  - Ask some students to read the sentences aloud and give feedback. |
| **VOCABULARY** | | | |
| **ACTIVITY 4: PRESENTATION (5’)** | | | |
| To make sure that sts understand the meaning of some lexical items about MUSIC. | **1/ MATCH THE WORDS WITH THEIR MEANINGS.** *(Ex.1, p.30)*. | Matched words with their meaning  ***Key:***  1.c, 2d, 3e, 4a, 5b | **Elicit**  - Work in pairs  - Peer correction  - Teacher’s feedback |
| **ACTIVITY 5: PRACTICE (5’)** | | | |
| To give Ss practice in using the words in meaningful contexts. | 1. **COMPLETE THE SENTENCES USING THE WORDS IN 1.** *(Ex.2, p.30)* | Completed the sentences with words provided  Keys: 1. Talented, 2. audience, 3. single, 4. judge, 5. perform | - Work in pairs  - Peer correction  -Teacher’s feedback |
| **GRAMMAR** | | | |
| **ACTIVITY 6: PRESENTATION 1 (COMPOUND SENTENCES)(5’)** | | | |
| - To give Ss the opportunity to revise how to form compound sentences. | 1. **Revise the compound sentences**    + A simple sentence consists of one independent clause.  Ex: The cat chased the mouse.     + A compound sentence consists of two or more independent clauses joined by a coordinating conjunction (e.g. *for, and, nor, but, or*, and *yet, so*). (Hint: The conjunctions spell FANBOYS.)  Ex: The cat chased the mouse, and the mouse ran into the hole. | Some notes on compound sentences | **Elicit**   * Answer teacher’s questions * Give feedback |
| **ACTIVITY 7: PRACTICE (5’)** | | | |
| \_to give Ss chance to use conjunctions to make a compound sentence. | 1. **Make compound sentences using the correct conjunctions in brackets.** | ***Completed compound sentences***  ***Key:***   1. *I am a jazz fan, and my favourite style is from the late 1960s.* 2. *Jackson wants to go to the music festival on Saturday, but he has a maths exam on that day.* 3. *You can book the tickets online, or you can buy them at the stadium ticket office.* 4. *The concert didn’t happen, so we stayed at home.* | **Practice**   * work in pairs * peer corrections * Teacher’s feedback |
| **ACTIVITY 8: PRESENTATION 2 (TO-INFINITIVES AND BARE INFINITIVES)(5’)** | | | |
| To give Ss the opportunity to revise  *to*-infinitives and bare infinitives | 1. **Revise to-infinitives and bare infinitive**   Some verbs are followed by to-infinitives: decide, expect, plan, want, promise, agree, hope, hesitate,…   * Some verbs are followed by bare infinitives: make, help, let,hear, notice ,…. | Some verbs followed To infinitive or bare infinitive usage | **Elicit**  Elicit some verbs followed by to-infinitive and some verbs followed by bare infinitive from students |
| **ACTIVITY 9: PRACTICE (5’)** | | | |
| To give Ss chance to use  *to*-infinitives and bare infinitives in contexts. | 1. **Complete the following sentences, using the *to-*infinitive or bare infinitive of the verbs in brackets.** | ***Completed sentences***  ***Key:*** *1. to send     2. fall    3. to delay     4. watch* | **Practice**  - work in pairs  - peer corrections  -Teacher’s feedback |
| **ACTIVITY 10: PRODUCTION (5’)** | | | |
| To use compound sentences, to-infinitive or bare infinitive to make a sentence. | 1. **Make a sentence using compound sentences or to-infinitive or bare infinitive** | Students’ sentences using compound sentences or to-infinitive or bare infinitive | **Uncontrolled practice**   * Work in groups * Teacher’s feedback. |
| **ACTIVITY 11: CONSOLIDATION (5’)** | | | |
| To help Ss memorise the target language that they have learned | **1.WRAP-UP** | **Suggested answers:**  - stress in two-syllable words;  - words and phrases related to music;  - conjunctions to make compound sentences;  - *to*-infinitives and bare infinitives after some verbs. | **Elicit**  - Elicit the answers from students  - Teacher’s feedback |
| Inform students what they have to do at home | **2.** **HOMEWORK**  - Exercises in the workbook  - Prepare for lesson 3 Unit 3. |  |  |

**UNIT 3: MUSIC**

**Lesson 3: Reading – American Idol**

**I/ Learning outcomes:**

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

1. **Knowledge:**

- read for specific information in a text about a famous TV music show;

- guess the meaning of words/phrases in context;

- talk about reasons why they want or don’t want to participate in a music competition.

1. **Competences:**

- be collaborative and supportive in pair work and team work;

- access and consolidate information from a variety of sources;

- develop presentation skill;

- actively join in class activities.

1. **Attributes:**

- recognise different musical shows;

- be eager to get more information about music shows.

**II/ Teaching and learning resources:**

Tape (CD), Tivi, speakers, textbook, teacher's book, copies of pictures, handouts, laptop, posters.

**III/** **PROCEDURE:**

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| --- | --- | --- | --- |
| **Aims** | **Content** | **Outcomes** | **Steps** |
| **ENGAGE/ WARM UP (5’)** | | | |
| - To create a friendly and lively atmosphere in the classroom;  - To introduce the unit topic (Music show);  - To lead in the lesson | **1. What is the picture about? (2’)**  Cartoon characters on a stage  Description automatically generated | Students’ oral prediction about the topic  **Suggested answer:**  Music show | **Elicit**  Show the picture to elicit the topic |
| **2. List more music shows you know (3’)** | List of some music shows  **Expected answers:**  *The voice kids*  *American idol*  *Rap Viet* | **List**  Work in groups of two to list some music shows |
| **STUDY/ PRESENTATION (15’)** | | | |
| - To understand the related words in the reading | **1. Vocabulary** (7’)   1. **compete (v) = contest**   **competitive (a)**  **competitor(n)= contestant**  **competition (n)= contest**  **A person climbing a mountain  Description automatically generated**  **2. participate(v) in = take part in**  **🡪 participant (n)**  **3.audience (n)** the group of people who have gathered to watch or listen to something (a play, concert, somebody speaking, etc.)  **A group of people clapping  Description automatically generated**  **4. play a role in (idiom): be involved in or have an effect on**  **Ex:** Water **plays an important role** in our life.  **5. judge (n):** someone who decides on the result of a competition | A list of words in Ss’ notebook | **Elicit**  Give synonym/ Vietnamese equivalent/ example/pictures to elicit vocabulary from Ss |
|  | \* ***Listen & repeat*** | Sts’ pronunciation of the words | Listen to the audio/teacher & repeat in chorus then individually |
|  | \* ***Check vocabulary:*** | The missing words on the board | **Rub out and remember** |
| - To help Ss practise guessing the meanings of words in context. | **Task 2: Read a text about a famous music show. Match the highlighted words and phrases in the text to the meanings below.** *(ex.2, p.31)* (8’) | Matched words and phrases with the meaning  **Suggested answers:**  *1. b 2. a*  *3. d 4. c* | Asks Ss to read and match the highlighted words and phrases in the text to the meanings. |
| **ACTIVATE/ PRACTICE (20’)** | | | |
| - To practise reading for specific information | **TASK 3: Read the text again and choose the best answers.** *(Ex.3, p.32) (10’)* | Completed sentences  ***Key:*** *1. B 2. A*  *3. A 4. C*  *5. C* | - Work in pairs  - Read the questions and underline the key words  - Choose the correct options  - Peer correction  - Teacher’s feedback |
| To help Ss use the ideas and language in the reading to talk about whether they want to take part in *Vietnam Idol* and give reasons. | **TASK 4: Work in pairs. Discuss whether you want to participate in Vietnam idol. Give your reasons. (10’)**  **A blue oval with white text  Description automatically generated**   |  |  |  | | --- | --- | --- | | Reasons | like | dislike | | 1.lifting your mood  2.leading to stress and anxiety  3.reducing stress  4.be prepared for disappointment  5.enhancing social and emotional learning  6.creating sense of camaraderie and community |  |  |   **Model**:  *I like/dislike participating in Vietnam idol because I think*………… | Ss’ ideas and oral presentation about the reasons Ss like or dislike Vietnam idol.  **Suggested answers**  Like: 1,3,5,6  Dislike:2,4, | - Ss work in pairs to make notes of things they like and dislike about the show to support their opinions  - T has Ss present a summary of their discussion  -Teacher’s feedback |
| **CONSOLIDATION/ PRODUCTION (5’)** | | | |
| - To help students memorise the target language and skills that they have learned | **1.WRAP-UP (3’)**  List the content Ss have learnt | Ss’ reflection about the content of the lesson. | - Class work  - Teacher’s feedback |
| - To inform students what the final product of the project should be and how students can prepare for it. | **2.** **HOMEWORK (2’)**  a/ Exercises in the workbook  b/ - Search for more music shows on the Internet, take note the regulations and the prizes and post them on the Facebook/Zalo group of your class  - Prepare for Speaking lesson | Ss’ oral presentation of the research results | Groupwork |

**UNIT 3: MUSIC**

**Lesson 4: Speaking – Talking about a TV music show**

**I/ Learning outcomes:**

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

1. **Knowledge:**

- talk about a music show.

1. **Competences:**

- be collaborative and supportive in pair work and team work;

- develop presentation skill;

- actively join in class activities;

- be creative;

- be critical in thinking.

1. **Attributes:**

- be eager to create a new musical show;

- be ready to share their ideas with the whole class;

- be able to self-study.

**II/ Teaching and learning resources:**

Television, laptop, textbook, teacher's book, handouts.

**III/** **PROCEDURE:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Aims** | **Content** | **Outcomes** | **Steps** |
| **WARM UP (5’)** | | | |
| - To arouse the classroom atmosphere.  - To lead in the lesson. | **Warm-up: (5’) Picture guessing**  A group of children holding microphones  Description automatically generated A group of people posing for a photo  Description automatically generated  Quán quân Vietnam Idol Kids 2017: Không muốn trở thành Phương Mỹ Chi - Sao  việt - Việt Giải Trí | Ss know the names of music shows.  **Suggested answer:**  - The voice kids  - RapViet  - Vietnam Idol Kids | **Warm-up**  - Ss look at the pictures and write down the names of the music shows.  - Ss share their answers with a partner.  - T checks by having some Ss to call out the answers.  - T leads in the new lesson. |
| **PRESENTATION (10’)** | | | |
| - To pre-teach some vocabulary so that Ss can understand the meaning and use them correctly in main speaking tasks. | **Activity 1.** **Vocabulary (5’)**  - **dress up** (ph.v): /dres ʌp/ wear clothes that are more formal than those you usually wear  A couple of clothes and shoes  Description automatically generated  - **runner-up** (n): /ˌrʌnər ˈʌp/  a person or team that finishes second in a race or competition  First runner-up of Miss Vietnam 2020 to compete in Miss International 2021  - **cash** (n): /kæʃ/ money in the form of coins or notes  The cost of cash - N26  - **come up with** (ph.v): suggest or think of an idea or plan  Học từ come up with - Chủ đề Job Advertising & Recruiting | 600 từ vựng  TOEIC | A list of words in ss’ notebook | **Elicit**  - T shows pictures/ gives explanations to elicit vocabulary from Ss. |
| \* ***Listen & repeat*** | Sts’ pronunciation of the words | Listen to the audio/teacher & repeat in chorus then individually. |
| \* ***Check vocabulary:*** | The missing words on the board | **Rub out and remember** |
| - To introduce more ideas for the main speaking tasks and get Ss involved in the lesson | **2**.**Task 1: Read about a TV music show and complete the notes below. (5’)**  1. *Name*: I know your face  2. *People who give their scores*: …  3. *Number of participants*: …  4. *What participants have to do*: …  5. *How participants win the show*:  …  6. *Prize(s)*: … | Ss’ complete notes about the TV music show.  **Suggested answers:**  2. two main judges and a guest artist  3. six  4. dress up and perform as famous international or local artists in a live show every week  5.  – 3 participants with the highest scores after 5 weeks go to the final night.  – TV audiences vote and decide on the winner and two runners-up.  6. cash | **Individually**  **-** Ss look at notes first and try to guess the information.  - T tells Ss to read the TV show description and complete the note.  - Ss compare their answers in pairs.  - T checks answers as a class. |
| **PRACTICE (25’)** | | | |
| To help Ss brainstorm ideas for the speaking activity. | **1/ Match the information in column A with details in column B (3’)**  A white paper with black text  Description automatically generated | - Ss’ complete notes about the TV music show.  ***Key:***  1.d  2. b  3. e  4. c  5. f  6. a | - Ss work in groups of four to match the information in the handouts.  - Peer correction  - Teacher’s feedback |
| **2/ Task 2: Make up a new music show. Use the points in Task 1 and the activity Matching to organise your ideas. (7’)** | Ss’ ideas about a TV music show.  **Suggested answer:**  - Your face sounds familiar  - Hidden voices  - X-factor  … | **Brainstorming**  - T asks Ss to refer back to their notes in Task 1 & Matching;  - T has Ss work in groups to brainstorm ideas for their new show and take notes. |
| To give Ss the opportunity to present their music shows to the class. | **3/ Present your show to the whole class. Use your ideas in Task 2 and the given expressions. Vote for the best show. (15’)**  A screenshot of a computer screen  Description automatically generated | Ss’ presentation about a TV music show. | - Ss work in groups to prepare for the presentation, using the given expressions.  - Some groups talk about their show.  - Class feedback  - T asks Ss to vote for the most interesting show.  - T gives feedback. |
| **CONSOLIDATION/ PRODUCTION (5’)** | | | |
| To help Ss memorise the content of the lesson | **1.WRAP-UP (3’)**  Teacher asks:  - What information should be included in a presentation about a TV music show?  - Can you talk something about your favourite TV music show? | - Ss’ reflection about the content of the lesson. | - T asks and Ss answer. |
| To help Ss prepare for the project | **2.** **HOMEWORK (2’)**  a/ Exercises in the workbook  b/ Project preparation  - Search the Internet for some information about a form of traditional music in Vietnam or another country. | Ss’ report of information about a form of traditional music in Vietnam or another country. | Groupwork |