

Week: ...  
Period: ...

Date of planning: ...../...../.....  
Date of teaching: ...../...../.....

## UNIT 4: MUSIC AND ARTS

### Lesson 1: Getting Started – Making plans for the weekend

#### I. Objectives:

By the end of this lesson, students can know the key language and structures to be learnt in this unit.

#### II. Language Focus:

1. *Vocabulary*: the lexical items related to the topic “Music and Arts”.
2. *Structures*:
  - Expressing agreement: too and either;
  - Comparisons:
    - (not) as ... as
    - the same as
    - different from

#### III. Method: Communicative approach

#### IV. Teaching aids: Course book, CD player, pictures.

#### V. Procedures:

<i>Teacher's Activities</i>	<i>Ss' Activities</i>	<i>Content</i>	<i>Note</i>
<ul style="list-style-type: none"> <li>- Write on the board: “Music and Arts”.</li> <li>- Ask Ss questions.</li> <li>- Ask Ss questions about the picture.</li> </ul>	<ul style="list-style-type: none"> <li>- T-Whole class</li> <li>- Answer</li> </ul>	<p><b>* <u>Presentation:</u></b></p> <p><u>Questions:</u></p> <ul style="list-style-type: none"> <li>• Do you often listen to music? When? How often?</li> <li>• What kind of music do you like? Why?</li> </ul> <p><u>Questions:</u></p> <ul style="list-style-type: none"> <li>• Who are Duong and Nick?</li> <li>• What are they going to do?</li> </ul>	
<ul style="list-style-type: none"> <li>- Play the recording (twice)</li> <li>- Ask Ss to do this exercise in pairs.</li> <li>- Check their answers and give explanations if necessary.</li> <li>- Ask Ss to work individually to fill in the gaps in the sentences.</li> <li>- Call some Ss to read their answers.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen and read</li> <li>- Pair-work</li> <li>- Individual work</li> </ul>	<p><b>* <u>Practice:</u></b></p> <p><b>1. Listen and read</b></p> <p>a. Are these sentences true (T) or false (F)?</p> <p><u>Key:</u></p> <p style="text-align: center;">1. T    2. F    3. T 4. F    5. F</p> <p>b. Finish the following sentences</p> <p><u>Key:</u></p> <ol style="list-style-type: none"> <li>1. as good as</li> <li>2. loud</li> <li>3. fantastic</li> <li>4. in person</li> </ol>	

<p>- Tell Ss refer back to the conversation to find the phrases. Have Ss practice saying them together. - Explain the meaning to Ss, then give some examples.</p> <p>- Ask Ss to practice the conversations in pairs before creating their short role-plays.</p> <p>- Ask Ss to write the words/ phrases under the right pictures. Then play the recording. - Let Ss listen and repeat. - Check and correct their pronunciation. - Give Ss the meaning of words if necessary.</p>	<p>- Pair-work</p> <p>- Pair-work</p> <p>- Individual work</p>	<p>5. cinema</p> <p><i>c. Find these sentences in the conversation. Check what they mean.</i> <u>Key:</u></p> <ol style="list-style-type: none"> <li>1. Use when you are thinking what to say or reply.</li> <li>2. Use to show that you don't agree with what sb has said.</li> <li>3. Use to show that you don't like something.</li> </ol> <p><i>d. Work in pairs. Make short role-plays with the expressions above.</i> <u>Example:</u> <b>A:</b> We'll go to the cinema next Saturday. Can you go, too? <b>B:</b> <i>Let's me see.</i> I'll have to ask my parents first.</p> <p><b>2. Write the correct word/ phrase under each of the pictures.</b> <u>Key:</u></p> <ol style="list-style-type: none"> <li>1. Microphone</li> <li>2. Camera</li> <li>3. Painting</li> <li>4. Musical instruments</li> <li>5. Portrait</li> <li>6. Art gallery</li> <li>7. Crayons</li> <li>8. Museum</li> <li>9. Opera</li> <li>10. Paintbrush</li> </ol>	
<p>- Ask Ss to give their partner the directions to one of the places on the map, and they try to guess. Then swap.</p>	<p>- Pair-work</p>	<p><b>* Production:</b></p> <p><b>3. Complete these sentences with words from 2.</b> <u>Key:</u></p> <ol style="list-style-type: none"> <li>1. Art gallery</li> <li>2. Paintings</li> <li>3. Museum</li> <li>4. Camera</li> <li>5. Opera</li> </ol>	
		<p><b>*Homework:</b></p> <p>- Prepare the next lesson</p>	

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		<i>(A closer look 1)</i>	
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## UNIT 4: MUSIC AND ARTS

### Lesson 2: A Closer Look 1

**I. Objectives:**

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

**II. Language Focus:**

1. *Vocabulary*: the lexical items related to the topic “Music and Arts”.
2. *Structures*:
  - Expressing agreement: too and either;
  - Comparisons:
    - (not) as ... as
    - the same as
    - different from

**III. Method:** Communicative approach

**IV. Teaching aids:** Course book, CD player, flash cards.

**V. Procedures:**

<i>Teacher's Activities</i>	<i>Ss' Activities</i>	<i>Content</i>	<i>Note</i>
<ul style="list-style-type: none"> <li>- Brainstorm with Ss: let them find all the words they know related to music and arts.</li> <li>- Play the recording and let Ss listen. Play again with pause for Ss to repeat each word.</li> <li>- Correct their pronunciation.</li> <li>- Have Ss work individually to match the words with the phrases.</li> <li>- Call one or two Ss to write the combination on the board.</li> </ul>	<ul style="list-style-type: none"> <li>- T-whole class</li> <li>- Individual work</li> </ul>	<p><b>* Presentation:</b>  <b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>- Brainstorm: find the words related to music and arts.</li> <li>1. Listen and repeat these words.                             <div style="border: 1px solid orange; padding: 5px; margin: 10px 0; text-align: center;">                                 painter artist actress                                  musician puppet dancer                                  singer song writer                             </div> </li> <li>2. Match a word in A with a phrase in B.  <b>Key:</b>                              1. e   2. b   3. a   4. d   5. c                         </li> </ul>	
<ul style="list-style-type: none"> <li>- Ask Ss to work in pairs and put the letters in order to form the correct words.</li> <li>- Check their answers.</li> </ul>	<ul style="list-style-type: none"> <li>- Pair-work</li> </ul>	<p><b>* Practice:</b></p> <ul style="list-style-type: none"> <li>3a. Put these letters in order to make musical instruments.  <b>Key:</b> <ol style="list-style-type: none"> <li>1. drum</li> <li>2. piano</li> <li>3. cello</li> <li>4. guitar</li> <li>5. violin</li> <li>6. saxophone</li> </ol> </li> </ul>	

<p>- Let Ss work in pairs then check their answers. - Ask Ss to read the words after T. Let them talk about these musical instruments.</p> <p>- Ask Ss to put one of these words in each blank to finish the sentences. - Call some Ss to write their answers on the board. - Let the class comment and give them the correct answers.</p> <p>- Let Ss practice the sound /f/ and /z/ together. Show Ss how to pronounce the two sounds. Play the recording and let Ss listen and repeat. - Play the recording twice or three times. Help Ss distinguish the two sounds, and put the words in the right columns.</p>	<p>- Pair-work</p> <p>- Individual work</p> <p>- T- whole class</p>	<p>3b. Write the type of musical instruments in the box under each picture. <u>Key:</u></p> <ol style="list-style-type: none"> <li>a guitar</li> <li>a drum</li> <li>Dan Bau (one string guitar)</li> <li>a violin</li> <li>a cello</li> <li>a piano</li> <li>a saxophone</li> </ol> <p>4. Put one of these words in each blank to finish the sentences. <u>Key:</u></p> <ol style="list-style-type: none"> <li>Painter</li> <li>Pop</li> <li>Singer</li> <li>Draw</li> <li>Puppet</li> <li>Instrument</li> </ol> <p><b>📖 Pronunciation</b> /f/ and /z/</p> <p>5. Listen and repeat the words. Pay attention the sound /f/ and /z/</p> <p>6. Listen to the words and put them into two groups. <u>Key:</u></p> <table border="1" data-bbox="906 1224 1414 1423"> <thead> <tr> <th>/f/</th> <th>/z/</th> </tr> </thead> <tbody> <tr> <td>Anxious, Musician, dishwasher, rubbish.</td> <td>Closure, occasion, leisure, television.</td> </tr> </tbody> </table>	/f/	/z/	Anxious, Musician, dishwasher, rubbish.	Closure, occasion, leisure, television.
/f/	/z/					
Anxious, Musician, dishwasher, rubbish.	Closure, occasion, leisure, television.					
<p>- Play the recording as many times as possible and let Ss repeat the sentences. Correct their pronunciation and help them do the task as directed.</p>	<p>- Individual work</p>	<p><b>* Production:</b></p> <p>7. Listen and repeat the sentences. Underline the words with the sound /f/ once. Underline the words with the sound /z/ twice. <u>Key:</u></p> <ol style="list-style-type: none"> <li>show, machine</li> <li>occasions</li> <li>musician, anxious</li> <li>share, pleasure</li> <li>station</li> <li>sure, television</li> </ol> <p><b>*Homework:</b></p>				

		- Learn vocabulary by heart. - Prepare the next lesson (A closer look 2)	
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## UNIT 4: MUSIC AND ARTS

### Lesson 3: A Closer Look 2

#### I. Objectives:

By the end of this lesson, students can use adjectives to compare things.

#### II. Language Focus:

1. *Vocabulary*: the lexical items related to the topic “Music and Arts”.
2. *Structures*: Comparisons: (not) as ... as; the same as; different from.

#### III. Method: Communicative approach

#### IV. Teaching aids: Course book, CD player, pictures.

#### V. Procedures:

<i>Teacher's Activities</i>	<i>Ss' Activities</i>	<i>Content</i>	<i>Note</i>
<ul style="list-style-type: none"> <li>- Different types of comparisons and vocabulary related to them were already studied in Tieng Anh 5 and Tieng Anh 6.</li> <li>- Ask Ss to recall what they know and give examples.</li> <li>- Explain the uses of three structures to Ss and give some example.</li> </ul>	<ul style="list-style-type: none"> <li>- T-whole class</li> </ul>	<p><b>* <u>Presentation:</u></b>  <b>📖 Grammar</b>  <b>Comparisons:</b> (not) as ... as; the same as; different from.                      - Example:</p> <ul style="list-style-type: none"> <li>• Classical music is <i>not as exciting as</i> rock and roll.</li> <li>• The price of food is <i>the same as</i> it was last year.</li> <li>• City life is quite <i>different from</i> life in the country.</li> </ul>	
<ul style="list-style-type: none"> <li>- Let ss work by themselves and write down the missing words.</li> <li>- Ask some Ss to read the sentences.</li> <li>- Correct Ss' mistakes.</li> <li>- Let Ss do the task individually. First read the text, then put a suitable word/ phrase in each gap,</li> </ul>	<ul style="list-style-type: none"> <li>- Individual work</li> <li>- Individual work</li> </ul>	<p><b>* <u>Practice:</u></b>                      1. Put <i>as, or from</i> in the gaps.                      Key:                      1. as      2. as      3. as                      4. from    5. as      6. as</p> <p>2. Put one of these phrases in each gap in the passage.                      Key:                      1. the same as                      2. as quite as _____</p>	