

Week: ...
Period: ...

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

UNIT 4: MUSIC AND ARTS

Lesson 6: Skill 2

I. Objectives:

By the end of this lesson, students can listen to get information about an artist; write an informal letter of invitation.

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

V. Procedures:

<i>Teacher's Activities</i>	<i>Ss' Activities</i>	<i>Content</i>	<i>Note</i>
<ul style="list-style-type: none"> - Explain Listening Tip to Ss. Tell them if they are going to apply the listening tip, then they must be given time to take notes. - Ask Ss to look at the picture and say what they know about Picasso. 	<ul style="list-style-type: none"> - T whole class. 	<p>* Presentation:</p> <p> Listening</p> <div style="border: 2px solid orange; border-radius: 15px; padding: 10px; margin-top: 10px;"> <p>Listening Tip</p> <p>When you listen, it is very useful to take notes. Try to note down the keywords. This helps you to remember the main ideas.</p> </div>	
<ul style="list-style-type: none"> - Ask Ss to close their books. Tell Ss they should listen and note down the keywords in their notebooks. - Play the listening twice and ask Ss to circle the words they hear in the passage. - Check their comprehension of choose words. 	<ul style="list-style-type: none"> - Individual work 	<p>* Practice:</p> <p>1. Listen to the passage about Picasso and circle the words you hear.</p> <p>Key:</p> <ol style="list-style-type: none"> 1. Artist 2. Training 4. Portrait 6. paintings <p>2. Listen to the passage again and choose the correct answers.</p>	

<p>- Play the recording again. While listen, Ss have to choose A, B, C or D for their answers.</p> <p>- Play the recording again once more. As a class, Have Ss discuss how the listening is organized (according to timeline, the order of important events, or another way).</p> <p>- Ask Ss why they would write an informal letter of invitation. Then focus their attention on the Writing tip.</p> <p>- Have Ss read the sample letter carefully, and note down the useful expressions for writing an informal letter of invitation.</p>	<p>- Individual work</p> <p>- Individual work</p> <p>- Individual work</p>	<p><u>Key:</u></p> <ol style="list-style-type: none"> 1. A 2. B 3. A 4. C <p>3. Listen to the passage once more time. As a class, discuss how the listening is organized.</p> <p>📖 Writing Informal letter of invitation</p> <p>4. Read the following letter and choose the correct answer.</p> <p><u>Key:</u></p> <ol style="list-style-type: none"> 1. A 2. B <div style="border: 1px solid orange; border-radius: 15px; padding: 10px; margin-top: 10px;"> <p>Writing tip When you write an informal letter of invitation, you use: - How about + V-ing?</p> </div>
<p>- Ask Ss read the cues carefully, then practice writing the letter. Tell Ss to pay attention to spelling and punctuation.</p> <p>- Collect som Ss' writing papers and mark them, then give comments to the class.</p>	<p>- Individual work</p>	<p>* Production:</p> <p>5. Now write a letter to invite a friend to an art exhibition, using the following cues</p> <ul style="list-style-type: none"> - Event: Exhibition of Modern Art - Time: 9 o'clock, Saturday morning. - Place: Art Center. - Time to meet: 8.15
<p>- Ask Ss to write their own letter as homework.</p>		<p>*Homework:</p> <ul style="list-style-type: none"> - Write the letter in your notebook. - Prepare the next lesson: (Looking back)

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UNIT 4: MUSIC AND ARTS

Lesson 7: Looking Back

I. Objectives:

By the end of this lesson, students can review all what they have 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"> - Encourage Ss not to refer back to the unit pages. Instead they can use what they have learnt during the unit to help them answer the question. - Ask Ss to work individually to match the words in tow column. - Correct the mistakes. 	<ul style="list-style-type: none"> - T whole class - Individual work 	<p>* <u>Presentation:</u> Vocabulary</p> <p>1. Match the words in column A with the one in the column B.</p> <p><u>Key:</u></p> <ol style="list-style-type: none"> 1. e 2. c 3. b 4. a 5. d 	
<ul style="list-style-type: none"> - Ask Ss to work in pairs and write their answers in their notebooks. - Correct the mistakes. - Let Ss read the passage in chorus or individually. 	<ul style="list-style-type: none"> - Pair-work - Group-work 	<p>* <u>Practice:</u></p> <p>2. Put the word from the box in each gap to complete the passage.</p> <p><u>Key:</u></p> <ol style="list-style-type: none"> 1. music 2. arts 3. stages 4. go 5. films <p> Grammar</p>	

<p>- Have ss work in groups to write the answers. Check their answers.</p> <p>- Have Ss work individually first to write the sentences. - Then ask them to work in pairs to swap their sentences. - Give correction and calls some Ss to read the sentences aloud.</p> <p>- Have ss work individually. Ask them check their answer with a partner.</p>	<p>- Individual work - Pair-work</p> <p>- Individual work</p>	<p>3. Put the words/ phrases from the box in the gaps to complete the sentences. <u>Key:</u></p> <ol style="list-style-type: none"> 1. art gallery 2. artistic 3. films 4. in person 5. sung <p>4. Rewrite these sentences, using the words in brackets. <u>Key:</u></p> <ol style="list-style-type: none"> 1. The photograph is not big as the painting. 2. My painting is not as expensive as this painting. 3. This picture is not different from the picture in our room. 4. The film we saw last week is not as interesting as this one. 5. The journey was not as long as we thought as first. <p>5. Complete the following sentences, using "too" or "either". <u>Key:</u></p> <ol style="list-style-type: none"> 1. Too 2. Either 3. Either 4. Too 5. Too 							
<p>- Ask Ss read the questions and answers twice. Then match them. - Let Ss work in pairs and role-play the questions and answers, then write all the sentences in their notebooks.</p>	<p>- Pair-work</p>	<p>* <u>Production:</u> <u>Communication</u></p> <p>6. Match the questions 1-6 with the answers A-F. <u>Key:</u></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1. B</td> <td style="width: 50%;">4. C</td> </tr> <tr> <td>2. A</td> <td>5. D</td> </tr> <tr> <td>3. E</td> <td>6. F</td> </tr> </table>	1. B	4. C	2. A	5. D	3. E	6. F	
1. B	4. C								
2. A	5. D								
3. E	6. F								
		<p>*<u>Homework:</u> - Do the PROJECT: Dong Ho Painting - Prepare next lesson :</p>							

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