**UNIT 4: MUSIC AND ARTS**

**LESSON 1: GETTING STARTED**

**I. Objectives**

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

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| ***1. Knowledge*** | + Apply their already known vocabulary and structures to the new topic “Music and arts”.  + Get familiar with some new lexical items related to the topic: “Music and arts”.  + Use some words/ phrases related to the topic “Music and arts” and the three expressions to make plans. |
| ***2. Skills*** | + Develop interactional skills through sharing ideas about music and arts. |
| ***3. Attitude*** | + Raise students’ interest in enjoying music and arts. |

**II. Lexical items**

***1. Vocabulary:***

- Music and arts (*portrait vs painting*).

***2. Expressions:***

*- Let me see.*

*- Come on.*

*- It isn’t my thing.*

**III. Teaching methods*:***

Task-based.

**IV. Teaching aids:**

Computer, projector, black board, interactive board, sub-boards, chalk, pictures.

**V. Anticipated problems**

- Students may have poor vocabulary, expressions to express their ideas.

Therefore, teacher should provide students with necessary input (both at-home preparation and in-class practice).

- Students may feel nervous when learning with a new teacher, so teacher should encourage them during the lesson.

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| **Stage - Time**  **Rationale** | **Teacher’s activities** | **Students’ activities** |
| **WARM - UP**  **(3 minutes)**  To raise students’ interest in the topic and introduce the topic of the unit. | - Ask students to watch and dance with the characters in the clip.  - Lead-in the topic of **Unit 4: “Music and arts”** | **\* Watch and dance**  - Do as directed.  - Answer the questions. |
| **DIALOGUE**  **(22 minutes)**  - To set motivation for students to listen to the recording.  - To help students practice reading and listening skills.  - To help students understand the details of the dialogue.  - To introduce, check students’ understanding and practice the expressions in spoken English. | **\* Set the scene.**  - Have the students look at the picture and elicit to the conversation.  - Have students predict True (T) or False (F)   |  |  |  | | --- | --- | --- | | **Statements** | **prediction** | **Answer** | | 1. Duong and Nick are making plans for their weekend. |  |  | | 2. The art gallery isn’t as good as before. |  |  | | 3. Nick likes pop music. |  |  | | 4. Duong wants to be at the pop concert. |  |  | | 5. Nick will let Duong choose the film. |  |  |   - Play the recording  - Check students’ prediction  - Ask students to correct the false statements.  - Have students practice reading the dialogue.  - Call one pair to read aloud the dialogue.  - Give feedback  - Ask students to do the multiple choice exercise in 2 minutes.  - Check with the whole class through the **website Kahoot.it**  - Have students look at the dialogue again.  - Ask students questions to find expressions used in the dialogue.  - Have students work in pairs to match the expressions with their meanings.  *-* Ask students to reorder the sentences to make a logical dialogue.  - Call a student to do on the interactive board.  - Check with the whole class. | - Look at the picture  - Listen and predict.  **I. Listen and read**  **“Making plans for the weekends”**  ***Exercise 1a. True or false (p.39)***  *1. T 2. F 3. T 4. F 5. F*  - Practice reading the dialogue in pairs.  ***Exercise 1b. Choose the best answer to complete the sentences (p.39)***  **\* Checking (Kahoot.it)**  1. Crazy Paint art gallery is **as good as** before.  2. Duong says it is very **loud** at pop concerts.  3. Nick thinks pop concerts are **fantastic**.  4. Nick says it’s more exciting to be at pop concerts **in person**.  5. Duong and Nick have decided to go to the **cinema**.  ***Exercise 1c. Expressions (p.39)***  - Come back to the dialogue  - Do as directed  - Work in pairs to match.  - Work individually on handout, then share with their partner.  **\* Number the sentences (from 1 to 7) to make a logical dialogue. Number 1 is done for you.**  1. What shall we do this weekend?  2. Let me see. How about going to a museum?  3. It isn’t my thing. I like something more exciting.  4. There’s a live show of BTS on TV. Come and see with me.  5. It sounds good, but I will have to do my homework.  6. Come on. It will be fantastic. You can do your homework after that.  7. Ok. See you there. |
| **FURTHER PRACTICE**  **(8 minutes)**  - To help students have chance to learn more words relating to “music and arts” topic | - Ask students to do the matching exercise.  - Check with the whole class through the game: **“Who’s faster?”**  - Ask students to do exercise 3.  - Check with the whole class through the game:  **“Passing the ball”**. | **II. Practise vocabulary**  ***Exercise 2: Pictures with words/ phrases (p.39)***  - Do the exercise individually  - Play the game  ***Exercise 3: Gap filling (p.39)***  - Do the exercise individually, then share with their partner.  - Do as directed.  **\* Key:**  1. art gallery 2. paintings 3. museum  4. camera 5. opera |
| **PRODUCTION**  **(9 minutes)**  - To help students have chance to apply the words/ phrases relating to “music and arts” topic and the expressions to make a plan. | - Ask students to recall the expressions and words/ phrases in exercise 2.  - Provide students with the mapped-dialogue.  - Model with a good student.  - Ask students to practice with their partner. | **III. Make plans**  - Do the task: Talk to your friend to make plans for this weekend.  What shall we do  This weekend?  Let me see. How about (V-ing)…?  … isn’t my thing.  I like ….    What will we bring..?    We will bring…..  Oh. I don’t have…  Come on. You can share with me.  Ok. It will be great. |
| **CONSOLIDATION AND**  **HOMEWORK**  **(3 minutes)**  - To help students revise at home | - Wrap up.  - Instruct students on the homework. | **V. Homework**  - Listen and read the dialogue again.  - Make one example with each expression:  ***“Let me see / Come on / It isn’t my thing*”**  - Memorise the words/ phrases in exercise 2.  - Prepare for Unit 4 – Lesson 2: A closer look 1. |