UNIT 3: MUSIC

Lesson 1: Getting started – A talented artist

I. OBJECTIVES

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

1. Knowledge

- gain an overview about the vocabulary related to the topic Music and main grammatical points taught in this unit;
- gain vocabulary to talk about their musical idols.

2. Core competence

- develop communication skills;
- be collaborative and supportive in pair work and teamwork;
- actively join in class activities.

3. Personal qualities

- develop a positive attitude towards music;
- be aware of the important role of music in our life.

II. MATERIALS

- Grade 10 textbook, Unit 3, Getting started
- Computer connected to the Internet
- Projector/ TV/ pictures and cards
- sachmem.vn

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. talented (adj)	/ˈtæləntɪd/	having a natural ability to do something well	có tài năng
2. musical instrument (n)	/ˌmju:zɪkl ˈɪnstrəmənt/	an object used for producing musical sounds, for example a piano or a drum	nhạc cụ
3. trumpet (n)	/ˈtrʌmpɪt/	a brass musical instrument made of a curved metal tube that you blow into, with three valves for changing the note	kèn trumpet

4. perform (v)	/pəˈfɔːm/	entertain an audience by playing a piece of music, acting in a play, etc.	biểu diễn

Assumptions

Anticipated difficulties	Solutions
- Students may not understand the meaning of some words and may mispronounce them - Students may become bored with easy exercises.	- Pre-teach these new words, using pictures and have them listen to the sounds of these words and repeat. - Challenge them with a harder task.

Board Plan

Date of teaching

UNIT 3: MUSIC

Lesson 1: Getting started – A talented artist

*** Warm-up:** Listen to some pieces of music and guess the name of the songs

I. Presentation: Vocabulary

1. talented (adj): có tài năng
2. musical instrument (n): nhạc cụ
3. trumpet (n): kèn trumpet
4. perform (v): biểu diễn

II. Practice

Task 1: Listen and read.

Task 2: Read the conversation again and answer the questions.

Task 3: Find words or phrases in the conversation which refer to:

Task 4: Match to make complete sentences.

III. Production:

Talk about your musical idol.

*** Homework**

III. PROCEDURES

Notes:

In each activity, each step will be represented as following:

* Deliver the task
** Implement the task
*** Discuss
**** Giving comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
WARM-UP	- To create a friendly and lively atmosphere in the classroom - To lead into the new unit	**Listen to some pieces of music and guess the name of the songs.** * Teacher gives instructions, plays the recordings. ** Ss listen and guess the names of the songs. *** Students may discuss with other members in their teams. **** Teacher: - confirms the correct answers Song 1: Love yourself Song 2: Sorry Song 3: What do you mean? Song 4: Where are you now? Song 5: Stuck in the moment - asks Ss some questions and leads in the lesson. + Whose songs are these? (They are Justin Bieber's.) + Is he a talented singer? (Yes, he is considered the Prince of Pop.)	T-S S-S S-S T-S	5 mins
PRESENTATION	To help students use key language more appropriately before they read and listen.	**Vocabulary** * Teacher asks Ss to look at the explanation and the photos to guess the meaning of new words. ** Ss say the Vietnamese meanings of the words. 1. talented (adj) /ˈtæləntɪd/: having a natural ability to do something well  2. musical instrument (n) /ˌmjuːzɪkl ˈɪnstrəmənt/: an object used for producing musical sounds, e.g. a piano or a drum	T-S	5 mins

		 3. trumpet (n) /ˈtrʌmpɪt/: a brass musical instrument made of a curved metal tube that you blow into, with three valves for changing the note  4. perform (v) /pəˈfɔːm/: entertain an audience by playing a piece of music, acting in a play, etc.  *** Other Ss correct if the previous answers are incorrect. **** Teacher shows the Vietnamese meaning, plays the recordings and asks Ss to repeat them.		
PRACTICE	- To get students interested in the topic. - To introduce	**TASK 1. LISTEN AND READ.** *(Ex.1, p.28)* * Teacher: - sets the context for listening by having Ss look at the picture (p.28) and answer the questions	T-S	7 mins

	vocabulary and grammar points to be learnt in the unit.	 + Where are they? (at home/ in the living room) + Who is the boy? (a singer) + What are they doing? (The boy is singing on the stage. The girls are watching a live programme and cheering.) - focuses Ss' attention on the conversation and elicits the names of the two speakers. - explains that Mai and Ann are watching a music programme and this is their conversation when watching it. - plays the recording twice and asks Ss to read along while listening to it. - has Ss underline the words/ phrases that are related to music while they are listening and reading. ** Ss do as instructed. *** Ss share their underlined words/ phrases with a peer. **** Teacher checks as a class. * Teacher has the Ss read the conversation in pairs. ** Ss read the conversation. *** One pair reads aloud. **** Teacher collects common mistakes and gives comments.	S-S S-S T-S T-S S-S S-S T-S	
	- To practise reading for specific information - To develop Ss' vocabulary of the topic	**TASK 2. READ THE CONVERSATION AGAIN AND ANSWER THE QUESTIONS.** *(Ex.2, p.29)* * Teacher asks Ss to work individually to read the questions and underline the key words, then share their ideas with a partner who sits next to them.	T-S	6 mins

	Music - To check Ss' comprehension of the conversation	** Ss do Task 2 individually first. *** Ss share and discuss with their partners about the key words. **** Teacher corrects their answers as a class. 1. Who are Ann and Mai talking about? 2. What is he good at? 3. What made him popular? * Teacher asks Ss to scan the conversation for keywords, locate the part that contains information for each question. ** Ss do the task in pairs. **** Teacher calls out each question and has different pairs provide their answers. ***Key**:* *1. They are talking about a young pop singer.* *2. He is good at writing music and playing many musical instruments.* *3. His cover song videos made him popular.*	S-S S-S T-S T-S S-S T-S	
	To revise words and phrases related to music	**TASK 3. FIND WORDS OR PHRASES IN THE CONVERSATION WHICH REFERS TO...** *(Ex.3, p.29)* * Teacher: - asks Ss to read the four categories and brainstorm words or phrases to check their prior knowledge, e.g. types of music: Rock and roll, Jazz, Pop, Classical. - has Ss read the conversation quickly again, and find the words or phrases that refer to the categories. ** Ss do as instructed. *** Ss share their answers with a partner. **** Teacher checks the answers by calling out each category or writing it on the board, and asks individual Ss to write the relevant words / phrases. ***Key:*** 1. pop 2. Grammy, Billboard Music and Teen Choice Awards 3. piano, drums, guitar, and trumpet 4. social media	T-S S-S S-S T-S	5 mins

	To help Ss identify compound sentences, *to*-infinitives and bare infinitives.	**TASK 4: MATCH THE TWO PARTS TO MAKE COMPLETE SENTENCES.** *(Ex. 4, p. 29)* * Teacher has Ss read the two parts of each of the four sentences and checks comprehension. ** Ss do the matching individually. In weaker classes, they may refer back to the conversation. *** Ss share the answers with a partner. **** Teacher: - checks the answers by calling on individual Ss to read the complete sentences and writes them on the board. - goes through each sentence and elicits the target grammar point(s), e.g. 1. compound sentence, *to*-infinitive; 2. bare infinitive; 3. *to*-infinitive; 4. compound sentence. ***Key:*** 1. d; 2. c; 3. b; 4. a	T-S S-S S-S T-S	5 mins
PRODUCTION	- To help Ss practise talking about their musical idol. - To give students authentic practice in using target language.	**TASK 5: TALK ABOUT YOUR FAVOURITE SINGER OR MUSICAL BAND.** **You should mention who she/he is, what she/he is good at, what makes her/ him famous.** * Teacher gives Ss clear instructions in order to make sure they can understand what they have to do. ** Ss prepares their talk in two minutes. **** Teacher instructs Ss to play a guessing game: Ss take turns to talk about their idols without mentioning the name of their idols. The others listen and guess who she/he is.	T-S S T-S-S	8 mins
CONSOLIDATION	- To help Ss memorise the target language and skills that they have learned. - To inform Ss what the final product of the Project should be like and how Ss can prepare for it.	**Wrap-up** * Teacher asks Ss: What have you learnt today? - Some lexical items about Music - Talking about musical idols. **Homework** 1. Exercises in the workbook 2. Project preparation - Ask Ss to open their books at the last page of Unit 3, the **Project** section,	T-S	4 mins

		look at the pictures and say what the topic of the Project is (a form of traditional music). - Tell Ss about the Project requirements: Ss will have to: + do research on a form of traditional music in Viet Nam or another country + include information related to the points stated on the **Project** page or prepare a poster (drawing, pictures) presenting the research results. + give an oral presentation of the research results in the last lesson of the unit. - Explain to Ss how they can get the information (search the Internet, read newspapers, go to the library, talk to experts, etc.). - Encourage them to start with doing research on traditional music in Viet Nam. - Put Ss into groups and have them choose their group leader. Ask them to assign tasks for each member, making sure that all group members contribute to the project work. - Help Ss set deadlines for each task.		

UNIT 3: MUSIC

Lesson 2: Language

I. OBJECTIVES

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.

2. Core competence

- be collaborative and supportive in pair work and team work
- access and consolidate information from a variety of sources
- actively join in class activities

3. Personal qualities

- be willing to learn new language points
- be aware of the important role of music in life.

II. MATERIALS

- Grade 10 textbook, Unit 3, Language
- Computer connected to the Internet
- Projector/ TV/ pictures and cards
- sachmem.vn

Language analysis

Stress in two-syllable words
1. Most two-syllable nouns and adjectives have stress on the first syllable except for the ones ending with *oo, oon* E.g. + table /ˈteɪbl/, climate /ˈklaɪmət/, happy /ˈhæpi/, clever /ˈklevə(r)/ + bamboo /ˌbæmˈbuː/, balloon/bəˈluːn/ 2. Most two-syllable verbs have stress on the second syllable except for the ones ending with *ow, en, er, le, el, ish, y.* E.g. + appear /əˈpɪə(r)/, explain /ɪkˈspleɪn/

+ finish /ˈfɪnɪʃ/, harden /ˈhɑːdn/, suffer /ˈsʌfə(r)/, follow /ˈfɒləʊ/, carry /ˈkæri/, struggle /ˈstrʌgl/, travel /ˈtrævl/

Verbs followed by *to*-infinitive (to + V)	**Verbs followed by Bare infinitive (V)**
1- agree 2- afford 3- arrange 4- decide 5- demand 6- expect 7- fail 8- happen 9- hesitate 10- hope 11- intend 12- learn 13- manage 14- offer 15- plan 16- pretend 17- promise 18- refuse 19- seem 20- tend 21- threaten 22- want	**1. Modal verbs:** **can, may, must, would, should, could, may, might…** E.g. I can dance gracefully. He should stop smoking. **2. would rather/ would sooner, had better** E.g. I would rather stay at home than go out on such a rainy night. You had better tell him the truth. **3. make, let, see, hear, feel, watch, notice + Object** E.g. I saw her get off the bus. The police made the thief raise his hands. ***But:*** In the passive voice, these verbs are followed by a *to*-infinitive except *let*. E.g. The thief was made to raise his hands. **4. have sb** E.g. I am going to have someone repaint my house.

Assumptions

Anticipated difficulties	**Solutions**

- Students may be confused when using *to*-infinitive and bare infinitive - Students may be confused about the position of the main stress in two syllable words.	- Give short and clear explanations with legible examples for each case.

Board Plan

Date of teaching
UNIT 3: MUSIC
Lesson 2: Language

*** Warm-up:**
Game: Board race
I. Pronunciation
Task 1: Listen and repeat. Pay attention to the stressed syllable in each word.
Task 2: Listen and mark the stressed syllables in the words in bold.
Task 3: Write down words with the same stress pattern.
II. Vocabulary
Task 1: Match the words with their meanings.
Task 2: Complete the sentences using the words in 1.
III. Grammar
*** Compound sentences**
Make compound sentences using the correct conjunctions.
*** *To*-infinitives and bare infinitive**
Complete the sentences, using the *to*-infinitive or bare infinitive of the verbs.
IV. Production
Make compound sentences.
*** Homework**

II. PROCEDURES

Notes:
In each activity, each step will be represented as following:
* Deliver the task
** Implement the task

*** Discuss
**** Giving comments or feedback

<table>
<tr><th>Stage</th><th>Stage aim</th><th>Procedure</th><th>Interaction</th><th>Time</th></tr>
<tr><td>WARM-UP</td><td>- To arouse the classroom atmosphere
- To lead in the lesson</td><td>Game: Board race
(The topic word is: MUSIC)
* Teacher gives instructions of how to play the game, and gives an example.
** Ss discuss in their teams and write down the words.
*** Ss in each team take turns to write their words on the board.
**** Teacher confirms the correct words, decides the winner and leads in the lesson.

Rules and an example of the game Board race:
The class is divided into teams. In one or two minutes (depending on the number of the letters in the topic words), Ss have to find the words which are related to the topic and have one letter in the topic word. If the word begins with a letter in the topic word, the team gets one point, if the letter of the topic word appears in the middle position, the team gets two points and if the letter of the topic word is at the end of the word they have found, the team gets three points. For example, if the topic word is FILMS and with the words found in the table below, a team gets 9 points in total.

<table>
<tr><td></td><td></td><td></td><td></td><td></td><td>F</td><td>A</td><td>M</td><td>O</td><td>U</td><td>S</td><td>(1 point)</td></tr>
<tr><td></td><td></td><td>M</td><td>O</td><td>V</td><td>I</td><td>E</td><td></td><td></td><td></td><td></td><td>(2 points)</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td>L</td><td>O</td><td>V</td><td>E</td><td></td><td></td><td>(1 point)</td></tr>
<tr><td></td><td></td><td>C</td><td>I</td><td>N</td><td>E</td><td>M</td><td>A</td><td></td><td></td><td></td><td>(2 points)</td></tr>
<tr><td>A</td><td>C</td><td>T</td><td>R</td><td>E</td><td>S</td><td>S</td><td></td><td></td><td></td><td></td><td>(3 points)</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>9 points</td></tr>
</table>
</td><td>T-S

S-S
S-S

T-S</td><td>5 mins</td></tr>
<tr><td>PRONUNCIATI</td><td>To give Ss practice in</td><td>Presentation</td><td></td><td>6 mins</td></tr>
</table>

<table>
<tr>
<td>ON</td>
<td>identifying the stressed syllables in two-syllable words and pronouncing these words.</td>
<td>TASK 1: LISTEN AND REPEAT. PAY ATTENTION TO THE STRESSED SYLLABLE IN EACH WORD. (Ex.1, p.29)
* Teacher:
- has Ss read the words individually and check comprehension.
- plays the recording and ask Ss to listen to the words and repeat and pay attention to the stressed syllables.
** Ss do as instructed.
*** Teacher:
- checks whether Ss can say the words using the correct stress patterns by calling some Ss to read them aloud.
- has Ss find out the rule of marking stress on the two-syllable words, and elicits other examples of nouns, verbs, and adjectives.

<table><tr><th>Stress on the first syllable</th><th>Stress on the second syllable</th></tr><tr><td>singer
programme
common
careful</td><td>relax
perform
attract
decide</td></tr></table></td>
<td>T-S

S-S

T-S</td>
<td></td>
</tr>
<tr>
<td></td>
<td>To help Ss identify stressed syllables in two-syllable words in sentences and pronounce these words correctly.</td>
<td>Practice
TASK 2: LISTEN AND MARK THE STRESSED SYLLABLES IN THE WORDS IN BOLD. (Ex.2, p.29)
* Teacher:
- asks Ss to read the sentences individually and pay attention to the bold words and checks their comprehension.
- plays the recording for Ss to listen and mark the stressed syllables in the words in bold.
** Ss do as instructed.
*** Ss work in pairs to compare their answers.
**** Teacher:
- confirms the correct answers.
- plays the recording again, pausing after each sentence, for Ss to repeat.</td>
<td>T-S

S-S
S-S
T-S</td>
<td>4 mins</td>
</tr>
<tr>
<td></td>
<td>To help Ss memorise the rules to mark</td>
<td>Production
TASK 3: WRITE DOWN WORDS WITH THE SAME STRESS</td>
<td></td>
<td>4 mins</td>
</tr>
</table>

	stress on the two-syllable words	**PATTERN.** * Teacher: - divides Ss into two teams or more teams in big classes. - writes two two-syllable words on the board, one with stress on the first syllable, the other with the stress on the second syllable and has each team write as many words with the same stress pattern as they can on a piece of paper in two minutes. ** Ss do as instructed. *** Ss put down their pens and read their words out when the time is up. **** Teacher writes the correct ones on the board and decides the winners.	T-S S-S S-S T-S	
VOCABULARY	To make sure that sts understand the meaning of some lexical items about humans and the environment.	**TASK 1: MATCH THE WORDS WITH THEIR MEANINGS.** *(Ex.1, p.30)*  **perform**  **judge**  **audience**  **talented**  **single** * Teacher gives clear instructions, reads the words on the left and makes sure Ss understand the abbreviation in brackets (v, n, adj) ** Ss work in pairs to discuss and do the matching.	T-S S-S S-S	4 mins

		*** Ss share the answers with the whole class: one student reads aloud the word and another reads its definition. **** Teacher confirms the correct answer. ***Key:*** *1. c 2. d 3. e 4. a 5. b*	T-S	
	To give Ss practice in using the words in meaningful contexts.	**TASK 2: COMPLETE THE SENTENCES USING THE WORDS IN 1.** *(Ex.2, p.30)* * Teacher: - has Ss read the sentences carefully to decide which word in **1** can be used to complete each of the sentences. - reminds them to use context clues to decide on the word. ** Ss discuss with a partner. **** Teacher: - checks answers as a class by having individual Ss call out the word they have used for each sentence first and explain why they have chosen that word (the clues in the context), e.g. *The first sentence needs an adjective and the only one on the list is 'talented'. The second sentence needs a noun, and the words 'TV show' and 'attract' suggest that 'audience' is the best choice.* - confirms the correct answers. - asks individual Ss to read the complete sentences. ***Key:*** *1. talented 2. audience 3. single 4. judge 5. perform*	T-S S-S T-S	4 mins
GRAMMAR (Presentation and Controlled Practice)	- To give Ss the opportunity to revise how to form compound sentences.	**GRAMMAR: COMPOUND SENTENCES** **Make compound sentences using the correct conjunctions in brackets.** * Teacher: - tells Ss to look at the compound sentences in **4** in **Getting Started** and asks questions to check whether Ss understand their structure, e.g. *What do they consist of? Can you split them into independent sentences? What are the clauses joined by?* - give more explanation and examples for Ss to understand what a simple sentence is and what a compound sentence is. + 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*).	T-S	6 mins

	-	(Hint: The conjunctions spell FANBOYS.) Ex: The cat chased the mouse, and the mouse ran into the hole. ** Ss work in pairs or individually to choose the appropriate conjunctions to combine the sentences. *** Individual Ss write their sentences on the board. **** Teacher checks answers as a class. ***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.*	S-S S-S T-S	
	To give Ss the opportunity to revise *to*-infinitives and bare infinitives	***TO*-INFINITIVES AND BARE INFINITIVES** **Complete the following sentences, using the *to*-infinitive or bare infinitive of the verbs in brackets.** * Teacher: - writes the following sentences on the board and elicits the words *to*-infinitive and bare infinitive. E.g. - When he was 12, his mother started to upload his cover song videos on social media. - His beautiful songs have helped bring more love into people's lives. - has Ss read the explanation in the **Remember!** box, checks understanding and provides some examples of the verbs used in sentences, e.g. *I decided to watch my favourite TV show. My mum let me watch the TV show.* - asks Ss to read the sentences and identify the main verbs of the sentences. This will help them decide whether they need to fill in a *to*-infinitive or bare infinitive after that main verb. ** Ss do the exercise individually. *** Ss compare answers in pairs. **** Teacher checks answers with the whole class. ***Key:*** *1. to send 2. fall 3. to delay 4. watch*	T-S S-S S-S T-S	6 mins
GRAMMAR	To help Ss further	**Make compound sentences in which there is a *to*-infinitive or bare**		4 mins

(Production)	practise the *to*-infinitive, bare infinitive, compound sentences and vocabulary related to the topic music.	**infinitive.** * Teacher: - explains the rules of the task (Make compound sentences. One correct sentence gets one point. If you can use *to*-infinitive or bare infinitive and a word in the *Vocabulary* part, your points will triple.) - gives an example: + The cat chases, and the mouse runs (1 point) + The singer started to sing, but many audiences were still talking. (3 points) ** Ss do the task in groups of 3 or 4 in two minutes. *** The groups with the most sentences write their answers on the board. **** Teacher praises Ss for interesting ideas and decides the winner.	T-S S-S T-S	
CONSOLIDATION	To help Ss memorise the target language and skills that they have learned	**Wrap-up** * Teacher asks: What have you learnt today? - stress in two-syllable words; - words and phrases related to music; - conjunctions to make compound sentences; - *to*-infinitives and bare infinitives after some verbs. **Homework:** - Exercises in the workbook - Prepare for lesson 3 Unit 3.	T-S	2 mins

UNIT 3: MUSIC

Lesson 3: Reading

I. OBJECTIVES

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.

2. Core competence

- 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.

3. Personal qualities

- recognise different musical shows;
- be eager to get more information about music shows.

II. MATERIALS

- Grade 10 textbook, Unit 3, Reading
- Computer connected to the Internet
- Projector/ TV/ pictures and cards
- sachmem.vn

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
reality (n)	/riˈæləti/	using real people (not actors) in real situations, presented as entertainment	thực tế
stage (n)	/steɪdʒ/	a period or state that something/somebody passes through while developing or making progress	giai đoạn
semi-final (n)	/ˌsemi ˈfaɪnl/	one of the two games or parts of a sports competition that are	bán kết

		held to decide who will compete in the last part (the final)	
play a role in (idiom)	/pleɪ ə rəʊl ɪn /	be involved in or have an effect on	đóng vai trò
ordinary (a)	/ˈɔ:dnri/	not unusual or different in any way *Readers of the magazine said they wanted more stories about ordinary people and fewer stories about the rich and famous.*	bình thường

Assumptions

Anticipated difficulties	Solutions
- Ss may lack knowledge about some lexical items. - Ss may not have ideas to talk about whether they want to participate in Vietnam Idol	- Provide them with the meaning and pronunciation of words. - Give some suggestions.

Board Plan

Date of teaching
UNIT 3: MUSIC
Lesson 3: Reading

*** Warm-up:** Crosswords
New words
Task 1: Work in pairs. Look at the pictures and discuss the questions**.**
Task 2: Read a text about a famous music show. Match the highlighted words and phrases with the meanings.
Task 3: Read the text again and choose the best answers.
Task 4: Discussion
*** Homework**

III. PROCEDURES

Notes:
In each activity, each step will be represented as following:

* Deliver the task
** Implement the task
*** Discuss
**** Giving comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
WARM-UP	- To arouse the classroom atmosphere. - To lead in the lesson	**Crossword** * Teacher divides the class into two teams, has Ss in each team take turns to choose a random number, and shows the clues on the screen for the Ss to guess the words. Teacher also reminds Ss that they don't need to answer all the across words to find the key word. ** Ss discuss in their teams and say the words out. **** Teacher confirms, shows the answers on the screen, decides the winner and leads in the lesson. **Clues:** 1. a brass musical instrument made of a curved metal tube that you blow into, with three valves for changing the note (trumpet)  2. a person who decides on the results of a competition (judge) 3. a person who is a professional singer, dancer, actor, etc. (artist) 4. a person or thing that is loved and admired very much (idol) 5. the person who watch, read or listen to the same thing (audience) 6. a music recording that has one song (single) 7. an attempt to find somebody/something, especially by looking carefully for them/it (search) 8. to dance, sing or play music in order to interest or please people (perform) 9. an occasion when a video is watched online (view)	T-S S-S T-S	6 mins

		T R U **M** P E T J **U** D G E A R T I **S** T **I** D O L A U D I E N **C** E **S** I N G L E S E A R C **H** P E R F **O** R M V E I **W**		
PRE-READING	- To help students use key language more aappropriately before they read	**Vocabulary** * Teacher asks Ss to look at the explanation and the photos to guess the meaning of new words. ** Ss say the Vietnamese meaning of the word. 1. reality (n): using real people (not actors) in real situations, presented as entertainment  2. stage (n): a period or state that something/ somebody passes through while developing or making progress	T-S S-S	6 mins

	- To introduce the topic of the reading and get Ss involved in the lesson.	 3. semi-final (n): one of the two games or parts of a sports competition that are held to decide who will compete in the last part (the final)  4. play a role in (idiom): be involved in or have an effect on Ex: *Deciding to travel instead of going straight to college after high school played a major role in my life* 5. ordinary (adj): not unusual or different in any way *** Other Ss correct if the previous answers are incorrect. **** Teacher shows the Vietnamese meaning, says the words aloud and asks Ss to repeat them. **TASK 1: WORK IN PAIRS. LOOK AT THE PICTURES AND DISCUSS THE FOLLOWING QUESTIONS.** (Ex.1, p.31) *What are these shows? What do you know about them?*	S-S T-S	4 mins

		 * Teacher: - asks Ss to work in pairs to look at the pictures and discuss the questions. - focuses their attention on the logos and the names of the shows. ** Ss do as instructed. *** Some pairs of Ss share the answers with the whole class. **** Teacher gives comments and leads in. ***Suggested answers:*** - *American Idol*: a famous TV music show. - *The X Factor*: a television singing competition originated in the United Kingdom. Competitors go through weeks of auditions before judges until the winner is decided by a public vote. The prize is usually a recording contract. In addition to giving comments on the contestants' performance, the judges help them choose the songs and style of their songs. The format of the *X Factor* has been adopted in many countries around the world.	T-S S-S S-S T-S	
WHILE-READING	- 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)* * Teacher: - asks Ss to read the whole text once to get an overall idea. - has Ss read it again, paying attention to the context of each highlighted word / phrase and looking for clues that they can use to guess the meaning, e.g. 1. *there were many movies and TV series* -> programmes on TV. ** Ss discuss the clues and do the matching in groups. **** Teacher checks the answers as a class.	T-S S-S T-S	5 mins

		Key: *1. b 2. a 3. d 4. c*		
	- To help Ss practise reading for specific information.	**TASK 3: READ THE TEXT AGAIN AND CHOOSE THE BEST ANSWERS.** *(Ex.3, p.32)* * Teacher: - asks Ss to read the questions and underline the key words in each of them. - checks the key words Ss have underlined, e.g. 1. *What, American Idol;* 2. *Which, statements, correct;* 3. *Who, wins;* 4. *Which, statements, judges, NOT mentioned;* 5. *What, inferred, competition, Viet Nam.* - asks Ss to read the questions and try to answer them before reviewing the options. ** Ss read the answer options and eliminate the wrong ones, then they search the text to find evidences to support the right answers. *** Ss work in pairs or groups to compare answers. **** Teacher checks the answers as a class, and asks Ss to give reasons for their answers. ***Key:*** *1. B 2. A 3. A 4. C 5. C* **Extra questions:** Question 6: When was American Idol shown for the first time on television? A. twenty-four years ago B. in 2002 C. in 2007 Question 7: Who can vote for their preferred singers in American Idol? A. People who are over thirteen B. People who live in the US, Puerto Rico or the Virgin Islands C. People living in the US, Puerto Rico or the Virgin Islands and over thirteen To make the activity more engaging, T may let Ss to play the game Give or Take while doing this task. Game rules: Students are divided into 2 teams. Ss from each team take turns to answer the questions. After each correct answer, the teacher asks Give or Take. If they say Take, they will get the points, if they say Give, the points will be given to the other team. The point may be both minus like -3, -5 and positive like + 2, + 6…	T-S S-S S-S T-S T-S S-S T-S	15 mins

		Extension: Make questions * Teacher: - divide the class into two teams. - asks each team to prepare 6 - 8 quiz questions based on the reading text and write them on a piece of paper, e.g. *When was American Idol first shown? (January 2002), What kind of people are the participants?* (Ordinary people). - goes round to check and make sure each team knows the correct answer to each of their questions. ** Ss close their books, and Ss from each team take turns to ask other teams their questions. *** Teacher gives a point for each correct answer and decides the winner.		
POST-READING	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.** * Teacher: - asks Ss to read the text again and make notes of things they like and things they don't like about the show. - tells Ss that there are no right or wrong answers, and encourages them to think of as many reasons as they can to support their opinions, e.g. what benefits it offers to individuals (audiences and participants) and to society. ** Ss work in pairs to decide whether they want to participate in the show in Viet Nam and state their reasons. **** Teacher invites Ss from different pairs to present a summary of their discussion.	T-S S-S T-S	7 mins
CONSOLIDATION	- To consolidate what students have learnt in the lesson. - To prepare for the next lesson.	**Wrap-up** Teacher asks: What have you learnt today? - a text about a famous music show: American Idol **Homework:** - 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	T-S	2 mins

UNIT 3: MUSIC

Lesson 4: Speaking

I. OBJECTIVES

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

1. Knowledge

- talk about a music show.

2. Core competence

- be collaborative and supportive in pair work and team work;
- develop presentation skill;
- actively join in class activities;
- be creative;
- be critical in thinking.

3. Personal qualities

- be eager to create a new musical show;
- be ready to share their ideas with the whole class;
- be able to self-study.

II. MATERIALS

- Grade 10 textbook, Unit 2, speaking
- Computer connected to the Internet
- Projector/ TV/ pictures and cards
- sachmem.vn

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
dress up (ph.v)	/dres ʌp/	wear clothes that are more formal than those you usually wear	ăn mặc đẹp, lịch sự
runner-up (n)	/ˌrʌnər ˈʌp/	a person or team that finishes second in a race or competition	á quân

cash (n)	/kæʃ/	money in the form of coins or notes	tiền mặt
come up with (ph.v)	/kʌm ʌp wɪð/	suggest or think of an idea or plan	nảy ra, nghĩ ra (1 ý tưởng, kế hoạch…)

Assumptions

Anticipated difficulties	Solutions
- Ss may lack ideas to create a music show - Ss may lack lexical items to express their ideas.	- Remind them to use the ideas which they search on the Internet for homework in the reading lesson and show them some music shows in warm-up activities so that they can recall the names of the shows and their regulations. - Be ready to help them with English terms.

Board Plan

Date of teaching
UNIT 3: MUSIC
Lesson 3: Speaking

*** Warm-up:** Video watching
Vocabulary
Task 1: Read about a TV music show and complete the notes below.
Task 2: Work in groups. Make up a new music show. Use the points in 1 to organise your ideas.
Task 3: Present your show to the whole class. Use your ideas in 2 and the expressions below. Vote for the best show.
*** Homework**

III. PROCEDURES

Notes:
In each activity, each step will be represented as following:
* Deliver the task
** Implement the task

*** Discuss
**** Giving comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
WARM-UP	- To arouse the classroom atmosphere - To lead in the lesson	**Video watching:** Watch the video and write down the names of the music shows. * Teacher gives the instructions and plays the recording. ** Ss watch the video and write down the name the the music shows *** Ss share their answers with a partner. **** Teacher checks by having some Ss to call out the answers ***Suggested answers***: America's Got Talent, Pop Idol, Vietnam's Got Talent, Perfect Edition (Cover Star), X Factor	T-S S-S S-S T-S	6 mins
PRESENTATION	- To pre-teach some vocabulary so that Ss can understand the meaning and use them correctly in main speaking tasks.	**Vocabulary** * Teacher: - shows the words one by one, plays the recording and has Ss repeat the sound of the words has Ss guess the meaning of the words based on pictures, explanations or examples. 1. dress up (ph.v): wear clothes that are more formal than those you usually wear  2. runner-up (n): a person or team that finishes second in a race or competition	T-S	5 mins

	- To introduce more ideas for the main speaking tasks and get Ss involved in the lesson	 3. cash (n): money in the form of coins or notes  4. come up with (ph.v): suggest or think of an idea or plan  ** Ss do as instructed. **** Teacher confirms the meaning, calls on some individual Ss to make sentences with each word. **TASK 1: READ ABOUT A TV MUSIC SHOW AND COMPLETE THE NOTES BELOW.** * Teacher: - asks Ss to look at notes first and try to guess the type of information they need to fill in and then has Ss call out their guesses, but does not tell them if they are correct or wrong.	S-S T-S T-S S-S S-S T-S	10 mins

		- tells Ss to read the TV show description and find the information to complete the note individually in two minutes. ** Ss do as instructed. *** Ss compare their answers in pairs. **** Teacher checks answers as a class. ***Key**:* 1. Name: *I know your face* 2. People who give their scores: *two main judges and a guest artist* 3. Number of participants: *six* 4. What participants have to do: *dress up and perform as famous international or local artists in a live show every week* 5. How participants win the show: *– 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. Prize(s): *cash* **Extension:** Brainstorm some popular TV shows or competitions. * Teacher: - has Ss call out some popular TV shows or competitions and write their names in English on the board. - puts Ss into pairs and has each pair choose one of the TV shows or competitions. ** Some pairs take turns to come to the front of the class while the rest of the class ask them Yes / No questions to guess their TV show or competition. They can only answer with `Yes' or 'No'. Each pair has three minutes to answer. **** Teacher gives comments and praises Ss for having exciting questions.		
CONTROLLED PRACTICE	To help Ss brainstorm ideas for the speaking activity.	**TASK 2: WORK IN GROUPS. MAKE UP A NEW MUSIC SHOW. USE THE POINTS IN 1 TO ORGANISE YOUR IDEAS.** * Teacher: - asks Ss to refer back to their notes in **1**; - puts Ss into groups, and asks them to brainstorm ideas for their new show, using the suggested points in **1** and the information they searched on the Internet for the homework in the Reading lesson . - gives Ss 6 minutes so that they can come up with interesting ideas.	T-S	7 mins

		- asks Ss to take notes of the decisions they make. ** Ss do as instructed. **** Teacher walks round the class and offers help if necessary.	S-S T-S	
FREE PRACTICE	To give Ss the opportunity to present their music shows to the class.	**TASK 3: PRESENT YOUR SHOW TO THE WHOLE CLASS. USE YOUR IDEAS IN 2 AND THE EXPRESSIONS BELOW. VOTE FOR THE BEST SHOW.** * Teacher: - has Ss work in the same groups as in **2** in 3 minutes to prepare for their presentation using the ideas in **2**. - reminds them to use the expressions provided in the box and makes sure that each student in the group is responsible for presenting a different aspect of the show. - reminds them to pay attention to body language (smile, make eye contact), speech (speak clearly and not too quickly) ** Some groups talk about their show. The rest of the class listen, ask questions at the end of the presentation, and take notes of the things they like or don't like about the proposed music show. *** Teacher: - asks Ss to vote for the most interesting show. - gives comments and praise Ss for good effort, interesting ideas and, teamwork.	T-S S-S S-S T-S	15 mins
CONSOLIDATION	To help Ss memorise the content of the lesson	**Wrap-up** Teacher asks: What have you learnt today? - talk about music shows **Homework** - Exercises in the workbook - Search the Internet for some information about music festivals.	T-S	2 mins

UNIT 3: MUSIC

Lesson 5: Listening

I. OBJECTIVES

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

1. Knowledge

- listen for gist and specific information in an interview about a music festival;
- talk about the reasons why they want/ don't want to go to a music festival.

2. Core competence

- be collaborative and supportive in pair work and team work;
- actively join in class activities;
- develop presentation skills;
- be critical in thinking.

3. Personal qualities

- be more interested in music and music events.

II. MATERIALS

- Grade 10 textbook, Unit 3, Listening
- Computer connected to the Internet
- Projector/ TV/ pictures and cards
- sachmem.vn

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
background (n)	/ˈbæk.graʊnd/	sounds that can be heard behind other sounds that are louder	hậu cảnh
stage (n)	/steɪdʒ/	a raised area, usually in a theatre, etc. where actors, dancers, etc. perform	sân khấu
free of charge	/ˌfri: əv ˈtʃɑ:dʒ/	without having to pay	miễn phí

(n)			
overcrowding (adj)	/ˌəʊvəˈkraʊdɪŋ/	the situation when there are too many people or things in one place	quá đông
in advance (idiom)	/in ədˈvɑːns/	before the time that is expected; before something happens *If you're going to come, please let me know in advance.*	trước

Assumptions

Anticipated difficulties	Solutions
- Ss may lack knowledge about some lexical items. - Ss may not catch the ideas to decide the statements are true or false.	- Provide them with the meaning and pronunciation of words. - Remind them to pay attention to the key words in each sentence.

Board Plan

Date of teaching
Unit 3: MUSIC
Lesson 5: Listening

*** Warm-up:** Video watching
Vocabulary
Task 1: Look at the picture and answer the questions.
Task 2: Listen to an interview. Tick the information that you hear in the recording.
Task 3: Listen again and decide whether the following statements are true (T) or false (F).
Task 4: Discussion
*** Homework**

III. PROCEDURES

Notes:

In each activity, each step will be represented as following:

* Deliver the task

** Implement the task
*** Discuss
**** Giving comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
WARM-UP	- To arouse the classroom atmosphere. - To get Ss be actively involved in the lesson	**Video watching:** Watch the video and write down the name of the music festivals. * Teacher gives the instructions and plays the recording. ** Ss watch the video and write down the name of the music festivals. *** Ss share their answers with a partner. **** Teacher: - checks by having some Ss to call out the answers. - asks Ss if they know anything about these music festivals. ***Suggested answers***: Yamaha Revolution Music Festival: *an EDM party*; Asia Artist Award: *honors outstanding achievements and international contributions of Asian artists in television, film and music;* Monsoon Music Festival: *a program of which amateurs as well as the audience can jam on stage with professional artists from all over the world,* Coachella: *an annual music and arts festival held at the Empire Polo Club in Indio, California, in the Coachella Valley in the Colorado Desert; genre: Rock, pop, indie, hip hop, electronic dance music*, Epizode: *a unique music and art festival held in Viet Nam's biggest and most blissful island - Phu Quoc, bringing the latest electronic music trends to Asia and showcasing the best regional talents in the same time*, Tomorrow Land: *a Belgian electronic dance music festival held in Boom, Flanders, Belgium since 2005*.	T-S Ss S-S T-S	6 mins
PRE-LISTENING	- To pre-teach the pronunciation and the meaning of some vocabulary so that Ss can understand the content of the listening.	**Vocabulary** * Teacher: - shows the words one by one, plays the recording and has Ss repeat the sound of the words. - has Ss guess the meaning of the words based on pictures, explanations and examples. 1. background (n): sounds that can be heard behind other sounds that are louder	T-S	6 mins



2. stage (n): a raised area, usually in a theatre, etc. where actors, dancers, etc. perform



3. free of charge (adv): without having to pay



4. overcrowding (adj): the situation when there are too many people or things in one place



5. in advance (idiom): before the time that is expected; before something happens

	- To introduce the topic of the listening and get Ss involved in the lesson.	 ** Ss do as instructed **** Teacher confirms the meaning, calls on some individual Ss to make sentences with each word. **TASK 1: LOOK AT THE PICTURE AND ANSWER THE FOLLOWING QUESTIONS.** *(Ex.1, p.33)* 1. What kind of event is it? 2. Where does the event usually take place?  * Teacher asks Ss to work in pairs to look at the picture and discuss the questions. ** Ss discuss in pairs. **** Teacher: - calls on some pairs to share their answers. - brainstorms more ideas about the picture in a whole-class discussion. - asks Ss what they know about this type of event or if they have been to a music festival or an outdoor concert. ***Suggested answers:***	S-S T-S T-S S-S T-S	6 mins

		1. a music festival / an outdoor concert *2. outdoors: on a farm / at a stadium / a park / a beach*		
WHILE-LISTENING	To help Ss practise listening for gist. - To help Ss practise listening for specific information.	**TASK 2: LISTEN TO AN INTERVIEW ABOUT PREPARATIONS FOR AN INTERNATIONAL YOUTH MUSIC FESTIVAL. TICK THE INFORMATION THAT YOU HEAR IN THE RECORDING.** *(Ex.2, p.33)* * Teacher: - asks Ss to look through the list of topics and guess what they are going to hear in the recording. ** Ss do as instructed. **** Teacher: - calls on individual Ss to talk about their predictions. - asks Ss to listen and check if their guesses are correct. - checks answers as a class and asks Ss to support their answers with clues from the recording, e.g. A: *on the beach, country park;* D: *sold the tickets in advance.* - plays the recording a second time, pausing after the clues in weaker classes. ***Key:*** *A, D* **TASK 3: LISTEN AGAIN AND DECIDE WHETHER THE FOLLOWING STATEMENTS ARE TRUE (T) OR FALSE (F).** *(Ex.3, p.33)* * Teacher: - ask Ss to read the sentences and underline the key words. - has Ss identify the True / False statements based on what they have remembered from the first listening in **2**. - plays the recording and encourages Ss to note down key words or phrases. ** Ss do as instructed. *** Ss work in pairs or groups to compare answers. **** Teacher: - checks answers as a class and plays the recording again, pausing at the sentences that contain the clues in weaker classes. - has Ss correct the false sentences. ***Key:*** *1. F (first -> second); 2. F (They are still setting up the main stage and there's still a lot to do.); 3. T; 4. F (They have sold the tickets in advance.); 5. T*	T-S S-S T-S T-S Ss S-S T-S	5 mins 9 mins
POST-	To give Ss an	**TASK 4: WORK IN GROUPS. DISCUSS THE FOLLOWING QUESTIONS.**		10

LISTENING	opportunity to personalise the language and ideas from the listening in a speaking task.	*(Ex.4, p.33)* ***Do you want to go to a music festival? Why or why not?*** * Teacher: - asks some lead-in questions to see whether Ss have taken part in any music festivals, and how much experience they have, e.g. *Have you ever taken part in a music festival? How many times have you participated in such events? What did you do there? How did you feel?* - put Ss in groups to discuss the two questions. - reminds them that they can use the ideas from the warm-up activity and the ideas in their homework in the speaking lesson. ** Ss do as instructed *** Ss share their ideas with the rest of the class. **** Teacher invites some individuals to share their ideas to the whole class, and give comments.	T-S S-S S-S T-S	mins
CONSOLIDATION	To help Ss memorise the content of the lesson	**Wrap-up** Teacher asks: What have you learnt today? - We have listened to an interview about preparations for a music festival. **Homework:** - Exercises in the workbook - Prepare for Writing lesson	T-S	2mins

UNIT 3: MUSIC

Lesson 6: Writing

I. OBJECTIVES

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

1. Knowledge

- use lexical items related to the topic Music;
- write a blog about experiences at a music event.

2. Core competence

- be collaborative and supportive in pair work and team work;
- actively join in class activities;
- be imaginative and creative;
- develop presentation skills.

3. Personal qualities

- be inspired to learn more about music and music events;

II. MATERIALS

- Grade 10 textbook, Unit 2, writing
- Computer connected to the Internet
- Projector/ TV/ pictures and cards
- sachmem.vn

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
hit (n)	/hɪt/	a song that is very popular	bài hát nổi tiếng
take place (phr.v)	/teɪk pleɪs/	happen, especially after previously being arranged or planned *The music festival will take place on February 5th.*	diễn ra

art exhibition (n)	/ɑːt ˌeksɪˈbɪʃn/	a collection of works of art, that are shown to the public	bộ sưu tập các tác phẩm nghệ thuật

Assumptions

Anticipated difficulties	Solutions
- Ss may lack ideas to write a blog because they haven't participated in real music events.	- help Ss brainstorm the ideas based on Ann's notes and have Ss play a chain game to practise describing an experience.

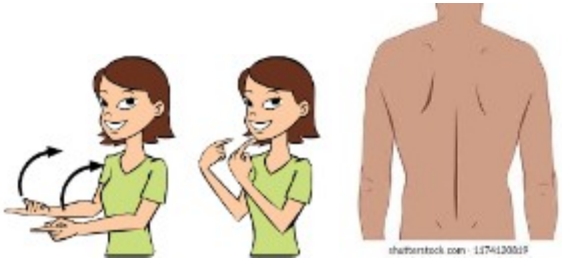
Board Plan

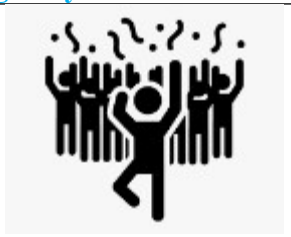
Date of teaching
Unit 3: MUSIC
Lesson 6: Writing

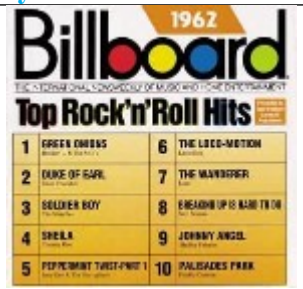
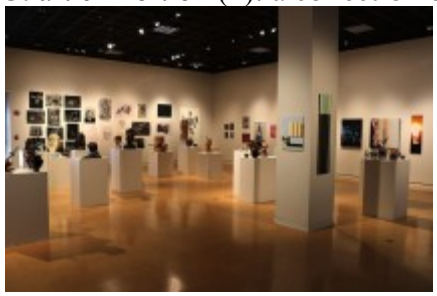
*** Warm-up:**
Game: Guess the mystery words.
Vocabulary
Task 1: Read Ann's blog and complete the notes.
Task 2: Work in groups. Put the words and phrases in the box into the appropriate columns.
Task 3: Write a blog (about 120 words) to share your experience of a music event.
Peer correction
Class correction
*** Homework**

III. PROCEDURES

Notes:
In each activity, each step will be represented as following:
* Deliver the task
** Implement the task
*** Discuss
**** Giving comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
WARM-UP	- To arouse the classroom atmosphere - To get Ss be actively involved in the lesson	**Game: Guess the mystery words.** * Teacher: - divides the class into two teams, and explains the game rules. + Ss look at the pairs of pictures and guess the mystery words + One point for each earliest correct answer. - shows one or two examples: + queen bee  + waterfall  ** Ss do as instructed. *** Ss in each team think, discuss and guess the words. **** Teacher confirms the correct words, decides the winner and leads in the lesson. ***Suggested words:*** come back 	T-S S-S S-S T-S	5 mins

		music event   blog writing   experience sharing   music website  		
PRE-WRITING	- To pre-teach the pronunciation and the meaning of some vocabulary so that Ss can understand the content of the reading.	* Teacher: - shows the words one by one, plays the recording and has Ss repeat the sounds of the words. - has Ss guess the meaning of the words based on pictures, explanations and examples.	T-S	5 mins

		1. hit (n): a song that is very popular  2. take place (phr.v): happen, especially after previously being arranged or planned *The music festival will take place on February 5th.*  3. art exhibition (n): a collection of works of art, that are shown to the public  ** Ss do as instructed. **** Teacher confirms the meaning, calls on some individual Ss to make sentences with each word.	S-S T-S	
	- To provide an example blog on a music website, which Ss can use as a model for their writing.	**TASK 1: COMPLETE THE NOTES.** (*Ex.1, p.33*) **Ann has just come back from a music event and shared her experience on a music website. Read her blog and complete the notes below.** * Teacher introduces the context of the blog, elicits the meaning of the word *blog* and why people write blogs and asks Ss if they read blogs. ** Ss read the blog individually and complete the notes in 3 minutes. *** Ss work in groups to compare their answers.	T-S S S-S	6 mins

		**** Teacher checks the answers as a class. (In weaker classes, ask questions, e.g. *Which event did Ann go to?* and have individual Ss answer. In stronger classes, invite Ss to formulate and ask the questions.) ***Key: Ann's notes*** ● ***Event:*** *International Youth Music Festival* ● ***When:*** *last Saturday* ● ***Where:*** *in a big country park* ● ***Who with:*** *some friends* ● ***Atmosphere:*** *party* ● ***What we did:*** *– saw favourite idols perform live on stage and listened to their greatest hits* *– tasted yummy food from different countries* *– made new friends* ● ***How we felt:*** *excited*	T-S	

<table>
<tr>
<td></td>
<td>- To provide Ss with some useful words and phrases to describe experiences;
- To help Ss develop ideas for their writing in 3.</td>
<td>TASK 2: PUT THE WORDS & PHRASES INTO THE APPROPRIATE COLUMNS. (Ex.2, p.34)
Work in groups. Put the words and phrases in the box below into the appropriate columns. Some words and phrases can go into more than one column.
* Teacher asks Ss to look at the words and phrases in the box and elicits the meanings of any words or phrases Ss don’t understand.
** Ss work into groups to put the words and phrases into suitable columns.
**** Teacher:
- calls on some groups to write their answers on the board and has the rest of the class comment on the way they have sorted the words and phrases.

Extention: has Ss play a chain game to practise describing an experience: Put Ss into teams and have each team sit in a circle. One student in each team starts the game by saying what kind of event they went to, e.g. We went to a Pop Music Festival. The next student adds another detail, e.g. The event took place in the country park. This continues until someone in the team gets mixed up, repeats information or can’t think of anything to add. The winner is the team that continues their chain for the longest time.

Key:
<table>
<tr><th>Location</th><th>Atmosphere</th><th>Activities</th><th>Feeling</th></tr>
<tr><td>beach
stadium</td><td>amazing
friendly
relaxed
wonderful
fun</td><td>watch fireworks
play games
take photos
see art exhibitions
play musical instruments</td><td>amazing
excited
relaxed
wonderful</td></tr>
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<td>T-S

S-S

T-S</td>
<td>8 mins</td>
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<tr>
<td>WHILE-WRITING</td>
<td>- To help Ss practise developing ideas and an outline for their</td>
<td>TASK 3: WRITE A BLOG. (Ex.3, p.34)
Imagine you went to a music event. Write a blog (about 120 words) to share your experience. Use the notes in 1 and words and phrases in 2 to help you.</td>
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<td></td>
<td>writing.
- To help Ss practise writing a blog about their personal experience at a music event.</td>
<td>* Teacher:
- has Ss work in groups to make an outline based on Ann’s notes and the words and phrases in 2 .
- explains that if they have been to a music event, they can make use of their experiences; if they haven’t, they can write about an event they know about and imagine they have been to it, or make up an event.
- has Ss write a blog, using their group outline.
- tells Ss that they can refer to Ann’s blog in 1 as a model and asks them to pay attention to punctuation, structures, word choice, linking words, etc.
** Ss do as instructed.
*** Ss share their answers with their group members.
**** Teacher walks around the class to monitor, make a note of some common mistakes.</td>
<td>T-S

S-S
S-S
T-S</td>
<td></td>
</tr>
<tr>
<td>POST-WRITING</td>
<td>To give Ss an opportunity to recognise the common mistakes so that they can avoid in writing</td>
<td>Peer Correction
* Teacher: - explains the marking symbols in the following table.
Marking symbols in writing
<table>
<tr><th>Short form</th><th>Full form</th><th>Examples</th></tr>
<tr><td>sp</td><td>spelling</td><td>My mum dose the laundry -> sp</td></tr>
<tr><td>T</td><td>tense</td><td>I took out the rubbish everyday -> T</td></tr>
<tr><td>ↄ</td><td>word order</td><td>My brother is a boy responsible ↄ</td></tr>
<tr><td>^</td><td>missing word</td><td>My mum does most^the cooking</td></tr>
<tr><td>a A</td><td>capital letter</td><td>My sister and i take turns feeding the cat. -> a A</td></tr>
</table>
- asks two Ss sitting in different rows to exchange their writing, read their partner’s blog and write the symbols next to their partner’s mistakes like the ones in the table above.
- asks Ss to return their partner’s writing and lets them correct themselves.
- reminds them that they can ask for their partner’s help.</td>
<td>T-S</td>
<td>5 mins</td>
</tr>
</table>

		** Ss do as instructed *** Ss share their ideas with a partner. **** Teacher goes round to offer help. **Class Correction** * Teacher: - writes Ss' common mistakes on the board, asks Ss to check whether they make the same mistakes in their writing. - calls on some Ss to correct those mistakes as a class. ** Ss do as instructed. **** Teacher: - collects Ss' writing and provides written feedback in the next lesson. - in weaker classes, provides some suggested answers if necessary. ***Sample answer:*** My sister and I attended the F5 tour at the National Stadium last night. I could sum up the concert in one word, INCREDIBLE. We found our way up to our seats after having a light meal and stood in a queue at the gate of the stadium for 45 minutes. When the curtain was raised to reveal the F5 band, the entire stadium went absolutely crazy. I was thrilled by every of their performances. There was so much emotion in many of their songs, and the way they performed was so terrific. This was such a wonderful experience, a night that I'll never forget. I'm so grateful to have been able to have that experience.	S-S S-S T-S	
CONSOLIDATION	To help Ss memorise the content of the lesson	**Wrap-up** Teacher asks: What have you learnt today? - We have practised writing a blog about experiences at a music event. **Homework:** - Search the Internet for music blogs, choose one that you like most and post it on your class' Facebook or Zalo group, the blog which gets the most likes will be rewarded. - prepare for Communication and Culture lesson.	T-S	2 mins

UNIT 3: MUSIC

Lesson 7: Communication and Culture/ CLIL

I. OBJECTIVES

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

1. Knowledge

- make and respond to suggestions;
- identify *chau van* singing and other types of traditional music in Viet Nam.

2. Core competence

- be collaborative and supportive in pair work and team work;
- access and consolidate information from a variety of sources;
- be creative and imaginative in making conversations
- actively join in class activities.

3. Personal qualities

- be willing to learn about national folk music;
- be responsible for maintaining national folk music and national culture.

II. MATERIALS

- Grade 10 textbook, Unit 3, Communication and Culture/ CLIL
- Computer connected to the Internet
- Projector/ TV/ pictures and cards
- sachmem.vn

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
praise (v)	/preɪz/	say that you approve of and admire somebody/something	ca ngợi
chanting (n)	/ˈtʃɑːntɪŋ/	the activity of singing a prayer or song to a simple tune, or repeating or singing a word or phrase continuously	vịnh xướng, lời cầu khấn
psychic (n)	/ˈsaɪkɪk/	a person who claims to have strange mental powers so that they can do things that are not possible according to natural laws, such as predicting the future and speaking to dead people	bà đồng, ông đồng

saint (n)	/seɪnt/	a person that the Christian Church recognizes as being very holy, because of the way they have lived or died	vị thánh, vị thần, thần linh

Assumptions

Anticipated difficulties	Solutions
- Students may lack information about places of culture centres in Viet Nam. - Students may lack knowledge about some lexical items.	- Have Ss brainstorm some culture centres around Viet Nam. - Provide them with the meaning and pronunciation of words/ phrases.

Board Plan

Date of teaching

Unit 3: MUSIC

Lesson 7: Communication and Culture/ CLIL

*** Warm-up:** Video watching

I. Everyday English

Task 1: Listen and complete the conversation. Then practise it in pairs.

Task 2: Work in pairs. Have similar conversations making and responding to suggestions about going to a music show.

II. Culture

Vocabulary

Task 1: Read a passage about chau van singing and complete the mind map.

Task 2: Match each word with its suitable definitions.

Task 3: Work in pairs. Tell your partner what you find most interesting about chau van singing.

*** Homework**

III. PROCEDURES

Notes:

In each activity, each step will be represented as following:

* Deliver the task

** Implement the task

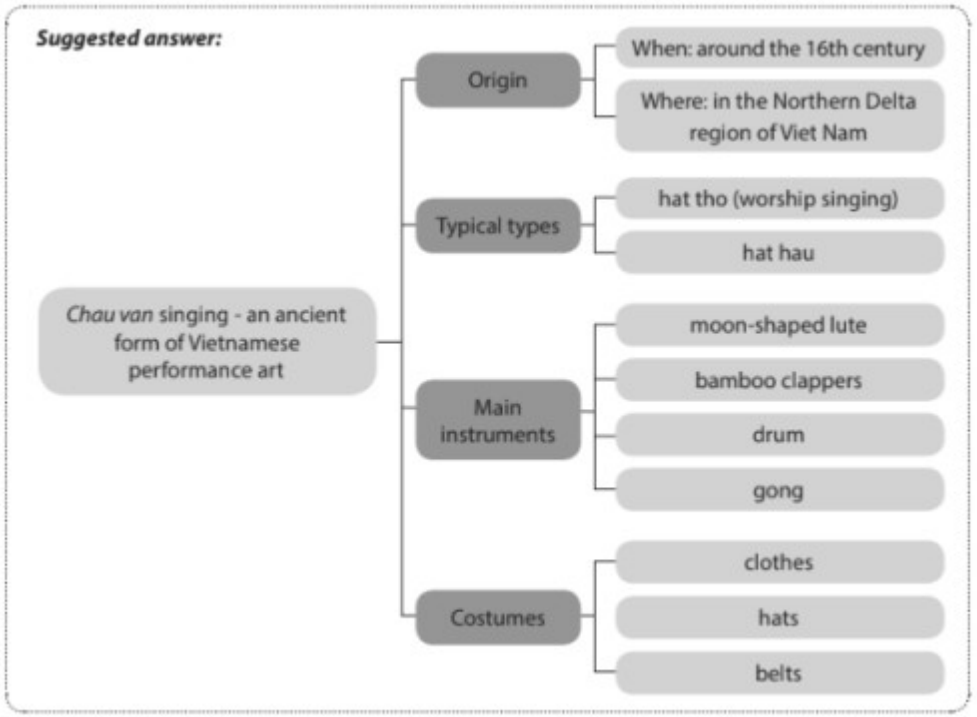
*** Discuss

**** Giving comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
WARM-UP	- To arouse the classroom atmosphere. - To help Ss revise some genres of folk music in Viet Nam.	**Video watching: Watch the video and say the names of some types of traditional music in Viet Nam.** * Teacher divides the class into two teams and plays the recording. ** Ss watch the video and say the names of some types of traditional music in Viet Nam. **** Teacher: - calls the team members who raise their hand first and confirms the correct answers. - asks Ss if they know anything about these types of music. - decides the winner. ***Suggested answers***: *Tuong, Cai luong, Cheo, Ca tru, Xam, Quan ho, Chau van*	T-S S T-S	4 mins
EVERYDAY ENGLISH	- To review expressions for making and responding to suggestions. - To provide Ss with an example conversation in which people make and respond to suggestions about going to a music show.	**TASK 1: LISTEN AND COMPLETE THE FOLLOWING CONVERSATION WITH THE EXPRESSIONS FROM THE BOX. THEN PRACTISE IT IN PAIRS.** *(Ex.1, p.34)* * Teacher: - has Ss look at the four options A - D and checks if they understand their meanings and use: phrases to make suggestions (*How about ..., Shall ...*) and respond to suggestions *(I'd love to ..., Let's ...)*. - explains the task, asks Ss to read the conversation and find clues for the missing expressions, then has them complete the gaps. - plays the recording for Ss to listen and complete the conversation between Ann and Mai at the same time. ** Ss do as instructed. **** Teacher: - plays the recording again and confirms the correct answers. - has Ss read the expressions the speakers use to make and respond to suggestions. - puts Ss into pairs to practise the conversation. - invites some pairs to role-play the conversation in front of the class. ***Key:*** 1. C 2. B 3. A 4. D	T-S Ss T-S	6mins

	To help Ss practise making and responding to suggestions.	**TASK 2: WORK IN PAIRS. HAVE SIMILAR CONVERSATION MAKING AND RESPONDING TO SUGGESTIONS ABOUT GOING TO A MUSIC SHOW.** * Teacher: - has Ss brainstorms some ideas about what kind of music show they want to go to, where and when it happens and who performs; e.g. + music shows: a traditional music performance, a pop music show, a jazz music show, a rock music show, an IDM music show… + locations: Hanoi opera house, Thang Long art performance centre, Viet Xo palace, Performing arts theatre Ho Chi Minh city, Ho Chi Minh city opera house, … - asks Ss to work in pairs to make similar conversations about going to a music show, using the expressions for making and responding to suggestions and the ideas above. - in stronger classes, encourages Ss to use the expressions for declining a suggestion first, then they can make a new suggestion. ** Ss do as instructed and practise their conversations. **** Teacher: - invites some pairs to role-play their conversations to the class. - praises for good effort, clear pronunciation, fluent delivery, and interesting	T-S S-S T-S	8 mins
CULTURE	- To pre-teach the meaning and pronunciation of some words/phrases, so that Ss can use them in their presentation later and can understand the reading passage.	**Vocabulary** * Teacher: - shows the words one by one, plays the recording and has Ss repeat the sounds of the words. - has Ss guess the meaning of the words based on pictures, explanations and examples. 1. praise (v): say that you approve of and admire somebody/something  2. chanting (n): the activity of singing a prayer or song to a simple tune	T-S	5 mins

		 3. psychic (n): a person who claims to have strange mental powers so that they can do things that are not possible according to natural laws, such as predicting the future and speaking to dead people  4. saint (n): a person that the Christian Church recognizes as being very holy, because of the way they have lived or died  ** Ss do as instructed. **** Teacher confirms the meaning, calls on some individual Ss to make sentences with each word.	S T-S	
	- To introduce a type of traditional music in Viet Nam; - To help Ss practise summarising the main	**TASK 1: READ A PASSAGE ABOUT *CHAU VAN* SINGING AND COMPLETE THE MIND MAP BELOW.** *(Ex.1, p.35)* * Teacher: - asks Ss if they like traditional music and what types they are familiar with. - has them look at the picture and describe it, e.g. how many people are	T-S	8 mins

	points of a passage using a mind map.	performing, what musical instruments the musicians are playing, what they are wearing. - introduces the type of music they are going to read about in this section. - asks Ss to read the text and complete the mind map individually. ** Ss do as instructed. *** Teacher: - draws the mind map on the board and has individual Ss complete the different branches. - confirms the correct answers. **Extension**: Ask Ss to close their books and remove any answers from the board. Divide Ss into two teams and have them quiz each other on what they have learnt about *chau van* singing. Set some rules for the quiz, e.g. each team has 30 seconds to formulate a question and 30 seconds to answer one. Keep a tally of the number of correct answers for each team. The winner is the team with more correct answers. ***Key***:  	S T-S	

<table>
<tr><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td>- To consolidate students' understanding of the vocabulary</td><td>TASK 2: MATCH EACH OF THE FOLLOWING WORDS IN A WITH ITS SUITABLE DEFINITION IN B.

<table><tr><th>A</th><th>B</th></tr><tr><td>1. ancient</td><td>a. be known by, or be used by more and more people</td></tr><tr><td>2. spread</td><td>b. having the usual qualities or features of a particular type of person, thing or group</td></tr><tr><td>3. typical</td><td>c. very old; having existed for a very long time</td></tr><tr><td>4. rank</td><td>d. a being or spirit who is believed to have power over a particular part of nature or who is believed to represent a particular quality</td></tr><tr><td>5. gods</td><td>e. the position that somebody has in a particular organisation, society, etc.</td></tr></table>* Teacher has Ss read the passage again, locate the words in A in the passage, guess their meaning based on the context and do the matching.
** Ss do as instructed.
*** Ss share their answers with a peer.
**** Teacher invites some individual Ss to give their answers and explanations.

Key: 1. c 2. a 3. b 4. e 5. d</td><td>T-S

S
S-S
T-S</td><td>5mins</td></tr>
<tr><td>PRODUCTION</td><td>To help Ss practise expressing opinions about a traditional type of music.</td><td>TASK 3: WORK IN PAIRS. TELL YOUR PARTNER WHAT YOU FIND MOST INTERESTING ABOUT CHAU VAN SINGING.
* Teacher:
- asks Ss to work in pairs and share what they find most interesting about chau van singing.
- suggests that they can talk about chau van's performance, types, musical instruments, costumes, psychics and its importance.</td><td>T-S</td><td>7 mins</td></tr>
</table>

		** Ss do as instructed. **** Teacher calls on some pairs to share their ideas with the whole class. ***Suggested answer:*** *What I find most fantastic about chau van is that the psychic's costumes are very colourful and the style of clothes, hats and belts depend on the rank of the gods or saints the performers worship*.	S-S T-S	
CONSOLIDATION	To help Ss memorise the content of the lesson that they have learned	**Wrap-up** Teacher asks: What have you learnt today? - making and responding to suggestions; - identifying *chau van* singing. **Homework** - Exercises in the workbook - Prepare for Looking back and Project lesson	T-S	2 mins

UNIT 3: MUSIC

Lesson 8: Looking back and project

I. OBJECTIVES

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 correctly;
- use *to*-infinitives and bare infinitives after some verbs correctly;
- do research on traditional music in Viet Nam or another country and give a group presentation about it.

2. Core competence

- develop communication skills and creativity;
- develop presentation skill;
- develop critical thinking skill;
- be collaborative and supportive in pair work and team work;
- actively join in class activities.

3. Personal qualities

- be more creative when doing the project;
- develop self-study skills.

II. MATERIALS

- Grade 10 textbook, Unit 3, Looking back and project
- Computer connected to the Internet
- Projector/ TV/ pictures and cards
- Pictures, A0 paper
- Sachmem.vn

Assumptions

Anticipated difficulties	Solutions

- Students may have underdeveloped presentation skills.	- Give them a suggested checklist for peer assessment and ask them to read carefully and try to practise in advance and apply those techniques in their presentation.

Board Plan

Date of teaching

Unit 3: MUSIC

Lesson 8: Looking back and Project

*** Warm-up:** Game: The last man standing

I. Looking back

Pronunciation: Listen and mark the stressed syllables in the following words. Then read them out.

Vocabulary: Complete the text using the words and phrases in the box.

Grammar:

1. Match the two parts to make complete sentences.
2. There is a mistake in each sentence below. Find the mistake and correct it.

II. Project

Traditional music

*** Homework**

Notes:

In each activity, each step will be represented as following:

* Deliver the task

** Implement the task

*** Discuss

**** Giving comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
WARM-UP	- To arouse the classroom atmosphere.	**Game: The last man standing** **Rules:** Have ten Ss form a circle and stand at a center with a ball. Ss take		5 mins

	- To help Ss revise words/ phrases related to the topic	turns to speak out a word related to the topic Music and pass the ball to one student. Let them toss it to another student as they name the word related to the theme. If they repeat a word or can't say any more words, they need to sit down. The last student standing wins the game. * Teacher: - invites ten Ss to form a circle and stand at a center with a ball. - explains the game rules to Ss ** Ss do as instructed **** Teacher praises the Ss with the most words and the most interesting words/ phrases.	 T-S S-S T-S	
LOOKING BACK	To help Ss revise stress in two-syllable words.	**PRONUNCIATION** **Listen and mark the stressed syllables in the following words. Then read them out**. * Teacher: - has Ss do this activity individually, then compare their answers in pairs. - plays the recording, pausing after each word for Ss to check their answers. - writes the correct answers on the board if necessary. - plays the recording again for Ss to repeat the words. ** Ss do as instructed. *** Ss compare their answers with a partner. **** Teacher has Ss practise saying the words in pairs and checks their pronunciation. ***Key + Audio script – Track 24:*** *per'form 'concert 'final 'singer 'famous en'joy*	 T-S S S-S T-S	5 mins
	To help Ss revise vocabulary items they have learnt in the unit.	**VOCABULARY** **Complete the text using the words and phrases in the box**. * Teacher: - asks Ss to read the paragraph quickly and check if they don't know any words. - has Ss do this activity individually and write their answers in their notebooks. ** Ss do as instructed. **** Teacher calls on individual Ss to write their answers on the board, and checks answers as a class.	 T-S S T-S	5 mins

		Key: 1. music 2. fans 3. artists 4. instrument 5. concerts		
	- To help Ss revise compound sentences. To help Ss revise verbs followed by *to*-infinitives and bare-infinitives.	**GRAMMAR** 1. **Match the two parts to make complete sentences.** * Teacher asks Ss to read the two parts carefully and find out the clues to do the matching, e.g. *He* in 2 with *his* in d; *We can* in 3 and a… ** Ss do the matching individually. *** Ss compare their answers with a partner. **** Teacher checks the answers as a class. ***Key:*** *1.c 2. d 3. a 4. b* **2. There is a mistake in each sentence below. Find the mistake and correct it**. * Teacher: - asks Ss to read the sentences, then recall verbs that go with *to*-infinitives or bare infinitives. - has them underline the mistakes in the sentences and correct them individually. ** Ss do as instructed. **** Teacher: - calls on some Ss to read their answers. - checks the answers as a class. ***Key:*** 1. attend -> to attend 2. to go -> go 3. buy -> to buy 4. to sing -> sing	T-S S S-S T-S T-S S T-S	4mins 4 mins
PROJECT	To provide an opportunity for Ss to develop their research and collaboration skills, and to practise giving an oral presentation.	* Teacher: - gives Ss a checklist for peer and self-assessment and explains that they will have to tick the appropriate items while listening to their classmates' presentations and write comments if they have any. (The presenters should complete their self-assessment checklist after completing their presentation). - goes through the criteria for assessing their talk to make sure Ss are familiar with them. - invites two or three groups to give their presentations and encourages the rest of the class to ask questions at the end. ** Ss do as instructed.	T-S	20 mins

		*** Ss make questions after each presentation. **** Teacher: gives praise and feedback after each presentation and gives marks for their presentation as part of their continuous assessment. - asks Ss to complete the self-assessment table, identifies any difficulties and weak areas and suggests further practice for individual Ss.	S-S S-S T-S	
CONSOLIDATION	- To consolidate what students have learnt in the lesson. - To prepare for the next lesson	**Wrap-up** Teacher asks: What have you learnt today? - revise how to pronounce stress in two-syllable words correctly; - revise the use of words/ phrases related to the topic *Music;* - revise how to use conjunctions to make compound sentences correctly; - revise some verbs followed by *to*-infinitives and bare-infinitives. **Homework** - Exercises in the workbook - prepare for Unit 4 lesson1	T-S	2mins

APPENDIXES

Suggested checklist for peer assessment:

	Tick where appropriate	**Comments (in English or Vietnamese)**
DELIVERY		
- The presenters greeted the audience.		

– The presenters spoke clearly and naturally.		
- The presenters cooperated when delivering their talk.		
- The presenters interacted with the audience.		
- The presenters used some photos / pictures to illustrate their ideas.		
- The presenters concluded their talk appropriately		
CONTENT: *The presentation includes the following information about a form of traditional music*		
- when / where it started		
- instrument(s)		
- types		
- artists / performers		
- costumes		

Suggested checklist for self-assessment:

	Tick where appropriate	**Comments (in English or Vietnamese)**
DELIVERY		
- I greeted the audience.		
- I spoke clearly and naturally.		
- I cooperated with my group members when delivering the talk.		
- I interacted with the audience.		
- I used some photos / pictures to illustrate my ideas.		
- I concluded my part of the talk appropriately.		
CONTENT: *Our presentation includes the following information about a form of traditional music*		
- when / where it started		
- instrument(s)		
- types		
- artists / performers		
- costumes		