**PERIOD: 24 Tiếng Anh 10**

**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. |

***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 words/ phrases related to the topic
 | **Game: The last man standing****Rules:** Have ten Ss form a circle and stand at a center with a ball. Ss take 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-SS-ST-S | 5 mins |
| 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-SSS-ST-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.***Key:*** 1. music 2. fans 3. artists 4. instrument 5. concerts | T-SST-S | 5 mins |
| - 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 -> go3. buy -> to buy 4. to sing -> sing | T-SSS-ST-ST-SST-S | 4mins4 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.\*\*\* 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. | T-SS-SS-ST-S | 20 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?* 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
 |  |  |