**UNIT 3: MUSIC Total number of periods: 8 (from 18 to 25)**

**Lesson: LISTENING Period: 22**

**Classes: 10A1, 10A7**

**I. OBJECTIVES**

By the end of this lesson, Ss will be able to: acquire all the knowledge, competency and qualities stated in the following areas.

**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. Competences :**

- 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/ Attributes**

- Be more interested in music and music events.

- Be able to self-study.

**II. TEACHING AIDS AND MATERIALS**

*▪* *Equipment:* Flashcards/ pictures, realia, worksheets, audio CD, CD player, computer and screen, sound system, Projector/ TV.

*▪* *Materials:* Tiếng Anh 10 Global Success (Student book, Teacher’s book), handouts, online resources

**III. PROCEDURES**

**1. Warm up: 5 minutes**

a. Objectives:

- To arouse the classroom atmosphere.

- To get Ss be actively involved in the lesson

- To lead into the lesson.

b. Content:Watch the video and write down the name of the music festivals.

c. Expected Students’ activities:

- The music makes people feel uplifted with hope and love.

d. Organization:

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| **Teacher’s activities** | **Students’ activities** |
| **Video watching:** Watch the video and write down the name of the music festivals.    - Give 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.  - Check by having some Ss to call out the answers.  - Ask Ss if they know anything about these music festivals | By the end of the activity, students can take some notes about the music festivals they hear  -Yamaha Revolution Music Festival  -Asia Artist Award  -Monsoon Music Festival  -Coachella  -Epizode  -Tomorrow Land |

**2. Pre-Listening: (10 minutes)**

**Activity 1: VOCABULARY – Task 1**

a. Objectives:

- To pre-teach the pronunciation and the meaning of some vocabulary so that Ss can understand the content of the listening.

- To introduce the topic of the listening and get Ss involved in the lesson.

b. Content: vocabulary

c. Expected Students’ activities: background, stage, free of charge, overcrowding

d. Organization:

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| **Teacher’s activities** | **Students’ activities** |
| **Vocabulary**  - Show the words one by one, plays the recording and has Ss repeat the sound of the words.  - Have Ss guess the meaning of the words based on pictures, explanations and examples.  1/    2/    3/    4/  Overcrowded - Kim Nhung TOEIC  - 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.**   1. What kind of event is it? 2. Where does the event usually take place?     - Ask Ss to work in pairs to look at the picture and discuss the questions.  - Ss discuss in pairs.  - Brainstorm more ideas about the picture in a whole-class discussion.  - Ask Ss what they know about this type of event or if they have been to a music festival or an outdoor concert.  - To introduce the topic of the listening and get Ss involved in the lesson. | By the end of the activity, students can learn some vocabulary for the listening activity.   1. stage (n): a raised area, usually in a theatre, etc. where actors, dancers, etc. perform 2. free of charge (adv): without having to pay 3. overcrowding (adj): the situation when there are too many people or things in one place 4. in advance (idiom): before the time that is expected; before something happens 5. background (n): [sounds](https://dictionary.cambridge.org/dictionary/english/sound) that can be [heard](https://dictionary.cambridge.org/dictionary/english/hear) behind other [sounds](https://dictionary.cambridge.org/dictionary/english/sound) that are [louder](https://dictionary.cambridge.org/dictionary/english/loud)   By the end of the activity, students can focus on what they will listen to for the listening activity.  ***Suggested answers:***  *1. a music festival / an outdoor concert*  *2. outdoors: on a farm / at a stadium / a park / a beach* |

**3. While-Listening (20 mins)**

**Activity 3: 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)* **(10 minutes)**

a. Objectives:

- To help Ss practise listening for gist.

- To help Ss practise listening for specific information

b. Content: listen to an interview about preparations for an international youth music festival. tick the information that you hear in the recording.

c. Expected Students’ activities:

- Students listen for gist

**-** Expected answer:

***Key:*** *A, D*

d. Organization:

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| **Teacher’s activities** | **Students’ activities** |
| **TASK 2: listen to an interview about preparations for an international youth music festival. tick the information that you hear in the recording.**  - Ask Ss to look through the list of topics and guess what they are going to hear in the recording.  - Ss do as instructed.  - Call on individual Ss to talk about their predictions.  - Ask Ss to listen and check if their guesses are correct.  - Check 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.*  - Play the recording a second time, pausing after the clues in weaker classes. | **Activity 4: WHILE-LISTENING** (12 min)  By the end of the activity, students can listen for gist and specific information.    ***Suggested answer:*** *A, D* |

**Activity 4: Listen again and decide whether the following statements are true (t) or false (f).** *.*

a. Objectives: To help Ss practise listening for specific information.

b. Content: listen again and decide whether the following statements are true (t) or false (f).

c. Expected Students’ activities:

- Students listen for specific information.

- Expected answer:

***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*

d. Organization:

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| **Teacher’s activities** | **Students’ activities** |
| **TASK 3: listen again and decide whether the following statements are true (t) or false (f).** *(Ex.3, p.33)* (6 min)  - Ask Ss to read the sentences and underline the key words.  - Have Ss identify the True / False statements based on what they have remembered from the first listening in **2**.  - Play 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.  - Check answers as a class and plays the recording again, pausing at the sentences that contain the clues in weaker classes.  - Have Ss correct the false sentences. | ***Suggested answer:***  *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* |

**4. Post-Listening (5 mins)**

**Activity 5: work in groups. discuss the following questions:*Do you want to go to a music festival? Why or why not?*** *(Ex.4, p.33)*

a. Objectives: To give Ss an opportunity to personalise the language and ideas from the listening in a speaking task.

b. Content: discuss the following questions:Do you want to go to a music festival? Why or why not?

c. Expected Students’ activities:

- Students have a chance to apply what they have learnt.

- Students memorise what they have learned.

d. Organization:

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| **Teacher’s activities** | **Students’ activities** |
| **TASK 4: work in groups. discuss the following questions.**  ***Do you want to go to a music festival? Why or why not?***  - Ask 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.  - Remind 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.  - Invite some individuals to share their ideas to the whole class, and give comments. | By the end of the activity, students can talk about a music festival. |

**Homework: (5mins)**

- Do the exercises in the workbook

- To consolidate what students have learnt in the lesson.

- Search the Internet for some information about music festivals.

- Prepare for Writing lesson - Prepare for Writing lesson