**KHỐI 1 (1A,1B,1C)**

*Tiết 61*

**UNIT 15: AT THE FOOTBALL MATCH**

**Lesson 2 – Period 2**

**I. OBJECTIVES**

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

**1. Knowledge and skills**

- say the sound of the letter F/f, the words *face, father* and *football* in a chant.

- listen, recognise the words *face, father* and *football* and tick the correct pictures.

- trace the letter F/f (upper case and lower case) and complete the words *face, father* and *football* under the pictures.

**2. Competences**

- Communication and collaboration: work in pairs and groups to complete the learning tasks

- Self-control & independent learning: perform listening task, chanting.

**3. Attributes**

- Show confidence in performing a rap by using appropriate gestures and intonation when reading the chant.

**II. MATERIALS**

- Student’s book: Page 66

- Audio tracks 85, 86

- Teacher’s guide: Pages 127 - 129

- Website *hoclieu.vn*

- Flash cards/ pictures and posters (Unit 15)

- Computer, projector, …

**III. PROCEDURES**

**1. WARM-UP & REVIEW** (5 mins)

**a. Objectives:**

- To create a friendly and lively atmosphere in the classroom.

**b. Content:**

**-** Game: Hidden pictures

**c. Expected outcomes:**

**-** Pupils can review 4 words and the sound of the letter F/f: *face, father, foot* and *football.*

**d. Organisation:**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Game: Hidden pictures**  - Greet the class. Encourage pupils to respond to your greeting.  - Spend a few minutes revising some word by having pupils play the game  “ Hidden pictures”.  - Get pupils to open their books and look at *Lesson 2,* p. 66 (saying *Open the books and look at Lesson 2, please!*). | - Pupils greet teacher.  - Pupils look at the pictures and guess what they are.  - Open the book and listen to the teacher. | Game: Hidden pictures Pupils revise all words in Unit 15.  (The pictures in this game will be hide one part and pupils have to guess what they are)  4 pictures about: *face, father, foot, football)* |

**e. Assessment**

**-** Teacher observes and gives feedback.

**2. ACTIVITY 1: PRACTICE** (10 mins)

**a. Objectives:**

- Pupils will be able to pronounce the sound of the letter F/f and the words *face, father, football* in a chant correctly.

**b. Content:**

**-** Activity 3. Listen and chant.

**c. Expected outcomes:**

**-** Pupils can sing the chant with correct pronunciation, natural stress and rhythm.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 3. Listen and chant.** | | |
| **Step 1:** Have pupils look at the chant and say (*Look at the chant and say, please!*). Draw pupils’ attention to the first verse and explain its meaning. Check comprehension.  **Step 2:** Let them look at the first verse of the chant. Play the recording of the first verse for pupils to listen and to get familiarised with the rhythm, saying *Listen, please!* Then play the recording for them to listen again and repeat until they feel confident, saying *Listen again and repeat, please!*  **Step 3:** Follow the same procedure with the second and third verses. Correct pronunciation, if necessary.  **Step 4:** Play the recording all the way through. Ask pupils to listen and repeat the chant individually and in chorus, saying *Listen, chant and clap your hands, please!* Go around and offer help, if necessary.  **Step 5:** Select some pupils to the front of the class to chant and clap their hands. The rest of the class may sing the chant and clap their hands along. If they sang the chant well, praise them, saying *Great work!* | - Pupils look at the chant and listen to the teacher.  *-* Pupils answer the questions: *What’s letter in red?* - Pupils look at the first verse of the chant and listen to the recording.  - Pupils listen and repeat the first time.  - Pupils look at the second verse of the chant and listen to the recording.  - Pupils listen and repeat the second time.  - Pupils listen and repeat the chant individually.  - Pupils listen carefully to the recording, say the chant and clap their hands.  - Pupils say the chant in front of the class. | There are three verses in the chant. The letter F/f, the word *face* and the sentence *“Bill has a lovely face.”* are introduced in the first verse. The letter F/f, the word *football* and the sentence *“Bill’s watching football.”* are introduced in the second one. The letter F/f, the word father and the sentence *“Father’s watching football.”* are introduced in the third one. The letter F/f is in red. |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Questions & answers

**3. ACTIVITY 2: PRACTICE** (10 mins)

**a. Objectives:**

- Pupils will be able to listen, regconise the words and tick the correct boxes.

**b. Content:**

Activity 4. Listen and tick.

**c. Expected outcomes:**

**-** Pupils can do the listening task correctly.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 4. Listen and tick.** | | |
| **Step 1:** Have pupils look at the pictures, saying *Look at Picture 1, please!* and say what they can see. Draw pupils’ attention to the boxes next to the letters a and b. Check comprehension.  **Step 2:** Invite some pupils to point to the pictures in Question 1 and say the words in front of the class, saying *Point to the pictures and say the words, please!* E.g. 1a: a face, 1b: a foot.  **Step 3:** Play the recording of the first sentence for pupils to listen, saying *Now listen, please!* Say *What did you hear?* *Did you hear “It’s a foot.”* or *“It’s a face.”? Yes, it said “It’s a foot.”.* You tick the box near the foot. If some pupils say *“It’s a face.”*, let them listen to the recording again, saying *Now listen again, please!* and play the recording and ask *What did you hear?* *Did you hear “It’s a face.” or “It’s a foot.”? Yes, “It’s a foot.”.* Tick the box b. So b is the correct answer.  **Step 4:** Follow the same procedure with the pictures in Question 2. Before playing the recording, say *Are you ready? OK, now listen to the recording* *please!* Play the recording (several times if needed) for pupils to listen and tick the box.  **Step 5:** Call a few pupils to the front of the class to point to the pictures and say what they have heard. If they said correct words/ sentences, praise them, saying *Well done!* or *Very good!* | - Pupils look at the pictures and listen to the teacher.  - Pupils answer the questions.  - Pupils point to the picture and say the words in front of the class.  - Pupils listen to the recording.  - Pupils look and listen then tick the box.  - Pupils work in pairs: peer- check  - Pupils give the answer.  - Pupils check the answer with the teacher. | There are two questions (1 and 2) in this activity. Question 1 includes two pictures: a. a face, b. a foot. Question 2 includes two pictures: a. a woman/ mother, b. a man/ father.  **Audio script:**  1. It’s a foot.  2. That’s my father. |

**e. Assessment**

- Performance products: Pupils’ talks and interaction

- Assessment tools: Observation, Questions & answers, pupils answers

**4. ACTIVITY 3: PRACTICE** (10 mins)

**a. Objectives:**

- Pupils will be able to trace the letter F/f.

- Pupils can write the missing letters in the given words.

**b. Content:**

Activity 5. Look, trace and write.

**c. Expected outcomes:**

**-** Pupils can identify the upper case and lower case of the letter F/f, trace the letter correctly and neatly.

- Pupils can recognise the words and fill in the blanks with correct letters.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 5. Look, trace and write.** | | |
| **Step 1:** Have pupils look at the letter F (upper case) and f (lower case). Point to the upper case F and say *This is the upper case of the letter F. Then point to the lower case f* and say *And this is the lower case of the letter f*. Make sure pupils recognise the two forms of the letter.  **Step 2:** Write the letter upper case F and the lower case f in broken lines on the board, saying *Look at the board. What can you see now? Yes, you can see the upper case F and the lower case f*. Check to make sure pupils understand the letters written in solid lines and those in broken lines. You can demonstrate by air tracing or tracing the broken line letter F/f.  **Step 3:** Give pupils time to use their pencils to trace the letter F/f independently. Give further support to those pupils who find it difficult to do the task.  **Step 4:** Check the results of pupils’ tracing and give feedback. Ask pupils to work in pairs, swap and check their answers. Give pupils time to work. Go around and offer help, if necessary.  **Step 5:** Then have pupils look at the four pictures in the activity. Ask some questions to help them identify the person and things in the pictures (e.g. What’s that?/ Who’s that? What can you see in the pictures?). Use the first picture as an example, ask pupils to look at it, guess what letter is missing and complete the word.  **Step 6:** Give pupils time to complete the words independently, saying *Look at the pictures and complete the words, please!* Go around and offer help, if necessary.  **Step 7:** Ask some pupils to show what they have done. Praise them if they have done well, saying *You’ve done a good job!* or *Great!* | - Pupils look at the upper case and lower case of the letter F/f.  - Pupils look at the board and listen.  - Pupils trace the letter *F* in the air, then trace on the book.  - Pupils fill in the blanks.    - Pupils trace the letter F/*f* in the air, then trace on the book.  - Pupils fill in the blanks.  - Pupils swap the answers with their partner.  - Pupils answer the questions.  - Pupils look at the first picture, guess what letter is missing and complete the word.  - Pupils complete the words independently.  - Pupils check the task with the teacher. | The letter F/f (upper case and lower case) and four pictures with the incomplete words. |

**e. Assessment**

- Performance products: Pupils’ talks and interaction

- Assessment tools: Observation, Questions & answers, pupils answers, TPR

**5. FUN CORNER AND WRAP-UP**

**\* Game: Who’s the fastest?**

- Divide the class into 4 teams.

- Each team has to say the chant in activity 3: each pupil says one sentence. Which team finishes the chant first will be the winner.