*Tiết 62*

**UNIT 15: AT THE FOOTBALL MATCH**

**Lesson 3 – Period 3**

**I. OBJECTIVES**

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

**1. Knowledge and skills**

- listen and repeat the sentence *“Point to your hand.”*

- express a command, using *“Point to your \_\_\_\_\_.”*

- sing a song with the structure *“Point to your \_\_\_\_.”*

**2. Competences**

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

- Self-control & independent learning: perform listening task, singing

**3. Attributes**

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

**II. MATERIALS**

- Student’s book: Page 67

- Audio tracks 87, 88

- Teacher’s guide: Pages 129 - 131

- 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:**

**-** Let’s sing a song: Head, shoulders, knees and toes

**c. Expected outcomes:**

**-** Pupils can say the chant and do actions with teacher confidently.

**d. Organisation:**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Let’s sing.** - Greet the class. Encourage pupils to respond to your greeting.- Ask pupils to do actions when sing a song- Get pupils to open their books and look at *Lesson 3,* p. 67 (saying *Open the books and look at Lesson 3, please!*). | - Greet teacher. - Sing a song and do actions.- Open the book and listen to the teacher. | Video song: Head, shoulders, knees and toes. |

**e. Assessment**

**-** Teacher observes and gives feedback.

**2. ACTIVITY 1: KNOWLEDGE CONSTRUCTION** (10 mins)

**a. Objectives:**

- Pupils will be able to listen and repeat the sentence “Point to your hand.”

**b. Content:**

**-** Activity 6. Listen and repeat.

**c. Expected outcomes:**

**-** Pupils can listen and repeat the sentence correctly and confidently.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 6. Listen and repeat.**  |
| **Step 1:** Have pupils look at the picture of a boy pointing to his hand, saying *Point to your hand*. Then have pupils look at the sentence *“Point to your hand.”* Explain the meaning of the sentence and how it is used. Check comprehension. **Step 2:** Play the recording several times for pupils to listen and repeat the sentence, saying *Now listen and repeat, please!* **Step 3:** Play the recording again and invite a few pupils to repeat the sentence *“Point to your hand.”* in front of the class. Correct pronunciation, if necessary or praise them when they pronounced the sentence correctly, saying *You did very well!* **Step 4:** Ask pupils to point to the picture and repeat the sentence *“Point to your hand”.* Go around and correct pronunciation to make sure pupils can repeat the sentence correctly.  | - Pupils look at the picture and listen to the teacher.- Pupils look at the sentence and listen to the teacher.- Pupils listen and repeat several times.- Pupils listen and repeat in front of the class.- Pupils listen and repeat several times.- Pupils say the sentences in front of the class. | - The sentence *“Point to your hand.”* is used to express a command. - The picture is about a boy pointing to his hand.  |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Questions & answers

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

**a. Objectives:**

- Pupils will be able to express a command, using *“Point to your \_\_\_\_\_.”*

**b. Content:**

Activity 7. Let’s talk.

**c. Expected outcomes:**

**-** Pupils will be able to express a command, using *“Point to your \_\_\_\_\_.”* confidently, correctly.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 7. Let’s talk.**  |
| **Step 1:** Have pupils look at the bubble to understand how the structure *“Point to your \_\_\_\_\_.”* is used. Explain the meaning of the structure. **Step 2:** Have pupils look at Arrow a. Say *Look at Arrow a, please!* Point to the hand and ask them, saying *What’s this?* Tell them that it is a hand, saying It’s a hand. **Step 3:** Ask pupils to use the structure in the bubble *“Point to your \_\_\_\_\_.”* and Picture 1 (a hand) to express a command, e.g. *Point to your hand*. Get them to repeat the sentence several times individually and in chorus. Check comprehension. **Step 4:** Follow the same procedure with the other body parts in the picture. Make sure pupils understand the structure *“Point to your \_\_\_\_.”* and say it with the right pronunciation and intonation. Give further support to those pupils who find it difficult to do the task, if necessary. **Step 5:** Ask pupils to practise expressing a command, saying *Now express a command, please!* Go around and offer help or correct pronunciation if necessary. **Step 6:** Select some pupils to practise expressing a command in front of the class. Praise them, saying *That’s right!* or *Superb!* if they performed well.  | - Pupils look at the bubble and listen to the teacher.- Pupils answer the questions. - Pupils work as individual. - Pupils look at the picture and practise the structure *“Point to your \_\_\_\_.”*- Pupils work in pairs. - Pupils come to the board and say the sentence, using their body. | The activity consists of two parts. Part 1 includes the bubble with the structure *“Point to your \_\_\_\_\_.”* Part 2 is a picture of a girl (under the bubble) with four arrows pointing to her face, foot, hair, hand. |

**e. Assessment**

- Performance products: Pupils’ talks and interaction

- Assessment tools: Observation and help, Questions & answers

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

**a. Objectives:**

- Pupils will be able to sing a song with the structure*“Point to your \_\_\_\_.”.*

**b. Content:**

Activity 8. Let’s sing!

**c. Expected outcomes:**

**-** Pupils can sing the song with correct pronunciation, natural tune/ rhythm and sweet melody.

- Pupils can practise further the structures: *“Point to your\_\_\_\_”.*

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 8. Let’s sing!** |
| **Step 1:** Have pupils look at the lyrics to get familiarised themselves with the first verse of the song. Explain the meaning of the structures *“That’s your \_\_\_\_.”, “Point to your \_\_\_\_.”* Play the recording several times for pupils to repeat line after line to make sure that they can say the verse correctly. Check comprehension. **Step 2:** Follow the same procedure with the second verse. Correct pronunciation, if necessary. **Step 3:** Have pupils listen to the whole song, drawing their attention to the pronunciation, the stress, and the melody of the song. Say *Now listen to the whole song, please!* **Step 4:** Let pupils practise singing the song. Help them sing the song sentence by sentence first. Then help them sing the whole song. If there is time, let them sing the song several times until they feel confident. **Step 5:** Select some groups to the front of the class to sing the song or ask some pupils to sing the song individually. The class may sing along and clap their hands. Praise them when they perform well, saying *Fantastic!* or *Excellent!* | - Pupils look at the song and read the lyrics. - Pupils listen to the song. - Pupils sing the first verse. - Pupils listen and sing the second verse. - Pupils listen and sing the whole song. - Pupils sing the song in pairs. - Pupils work in groups and sing in front of the class. | There are two verses in the song. The first verse includes the words face, foot and the structure *“Point to your \_\_\_\_.”* The second verse contains the words hair, head and the structure *“Point to your \_\_\_\_.”* |

**e. Assessment**

- Performance products: Pupils’ talks and interaction

- Assessment tools: Observation, Questions & answers and help

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

- Divide the class into 4 teams and ask pupils to compose the new song based on the song
in Activity 8, using structure and their body: *“Point to your \_\_\_\_\_.”.*

*Bổ sung, điều chỉnh sau tiết dậy:*

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