*Tiết 62*

**UNIT 15: IN THE CLOTHES SHOP**

**Lesson 3 - Period 3**

**I. OBJECTIVES**

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

**1. Knowledge and skills**

- use the sentence structures *“Where are the \_\_\_\_\_?”* and *“Over there”*. to ask and answer questions about where things are.

- sing a song with the sentence structures *“Where are the \_\_\_\_\_?”* and *“Over there”.*

**2. Competences**

- Critical thinking and creativity: learn how to ask and answer questions about where things are.

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

- Self-control & independent learning: perform speaking task.

**3. Attributes**

 - Show their interest in different clothes and their uniform.

- Raise pupils’ awareness about wearing neat and clean clothes.

**II. MATERIALS**

- Pupil’s book: Page 67

- Audio Tracks 84, 85

- Teacher’s guide: Pages 118, 119

- Website *hoclieu.vn*

- Flashcards*/* pictures and posters (Unit 15)

- Computer, projector, …

**III. PROCEDURES**

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

**a. Objectives**

- To review the vocabulary they have learnt.

**b. Content**

- Game: *“The Memory Game”*

**c. Expected outcomes**

- Pupils can recognize different words and say the words correctly.

**d. Organisation:**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Game: *“The Memory Game”*** |
| - Tell pupils they are going to play a memory game.- Have pupils take turns flipping over two matching cards. A picture matches the name of the clothes in the picture. If two cards match, they are left turned face up and the player scores one point. If they do not match, they are returned to their face down layout and the turn passes to the next player. - Ask pupils to play the game individually.- Continue the game until all the pictures are opened.- Praise pupils if they play the game well.- Lead in the new lesson. | - Listen to the teacher’s explanation.- Follow the teacher’s instructions.- Play the game individually.- Continue playing the game.- Listen to the teacher. | Pictures / Words *(shirts, shoes, shorts)* |

**e. Assessment**

- Performance products: Pupils’ answers and pronunciation

- Assessment tools: Observation; Questions & Answers

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

**a. Objectives**

- To use the sentence structures *“Where are the \_\_\_\_\_?”* and *“Over there.”* to ask and answer questions about where things are.

**b. Content**

- Activity 6. Listen and repeat.

**c. Expected outcomes**

- Pupils can use the sentence structures *“Where are the \_\_\_\_\_?”* and *“Over there.”* to ask and answer questions about where things are.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 6. Listen and repeat.** (Track 84) |
| **Step 1:** Draw pupils’ attention to the picture (say “Look at the picture.”). Say “Where are the shoes?” - “Over there.”**Step 2:** Have pupils point to the sentences (say “Point to the sentences.”). Play the recording and encourage pupils to repeat (say “Listen and repeat.”). Do this several times, with pupils repeating both individually and in chorus. Correct their pronunciation if necessary, and praise them when their pronunciation is good. | - Pupils look at the picture.- Pupils point to the sentence. Pupils listen to the recording and repeat. | - Speech bubbles: *Where are the shoes? / - Over there.*- The picture shows a clothes shop. A mother and daughter are shopping. The mother is talking to the shop assistant. The mother is saying “Where are the shoes?”. The shop assistant is saying “Over there.” |

**e. Assessment**

- Performance products: Pupils’ answers and pronunciation

- Assessment tools: Observation; Questions & Answers

**3. ACTIVITY 2: PRACTICE** (8 minutes)

**a. Objectives**

- To use the sentence structures *“Where are the \_\_\_\_\_?”* and *“Over there.”* to ask and answer questions about where things are.

**b. Content**

- Activity 7. Let’s talk.

**c. Expected outcomes**

- Pupils can use the sentence structures *“Where are the \_\_\_\_\_?”* and *“Over there.”* to ask and answer questions about where things are.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 7. Let’s talk.**  |
| **Step 1:** Write *Where are the shoes? - Over there.* on the board and underline the phrase *are the* *shoes*. Say “Where are the shoes?”.**Step 2:** Erase *are the shoes* and replace it with *are the shorts.* Say “Where are the shorts?”.**Step 3:** Repeat **Step 2** for *are the shirts*.**Step 4:** Erase *are the shirts* and *Over there.* and leave the sentence structures *“Where \_\_\_\_\_?”* and *“\_\_\_\_\_.”* on the board.**Step 5:** Draw pupils’ attention to Picture a (say “Look at Picture a.”). Say “Where \_\_\_\_\_?” and encourage them to complete the sentence with “are the shorts”. When they answer correctly, confirm by saying “Where are the shorts?” and encourage pupils to repeat the full sentence structure.**Step 6:** Write *Over there*. on the board. Say “Over there.” and encourage pupils to repeat.**Step 7:** Divide the class into two groups. Explain that when you show a picture, one group will say “Where are the shorts / shirts/ shoes?” and the other group will say “Over there”. Groups should take it in turns to ask and answer. Correct pupils’ pronunciation if necessary, and praise them when their pronunciation is good. | - Pupils follow the teacher demonstrating the activity.- Pupils follow the teacher demonstrating the activity.- Pupils follow the teacher’s instructions.- Pupils follow the teacher demonstrating the activity.- Pupils look at the Picture a. Pupils complete the sentence with “are the shorts” and repeat the full sentence structure. - Pupils repeat *“Over there”*.- Pupils work in two groups. Pupils listen to the teacher’s explanation. | There are three pictures showing (a) shorts, (b) shirts, and (c) shoes, together with the incomplete sentence structures *“Where \_\_\_\_\_?”* and *“\_\_\_\_\_.”* |

**e. Assessment**

- Performance products: Pupils’ performance

- Assessment tools: Observation; Questions & Answers

**4. ACTIVITY 3: PRACTICE** (7 minutes)

**a. Objectives**

- To sing a song with the sentence structures *“Where are the \_\_\_\_\_?”* and *“Over there.”*

**b. Content**

- Activity 8. Let’s sing.

**c. Expected outcomes**

- Pupils can sing a song with the sentence structures *“Where are the \_\_\_\_\_?”* and
*“Over there.”*

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 8. Let’s sing.** (Track 85) |
| **Step 1:** Draw pupils’ attention to the picture (say “Look at the picture.”).**Step 2:** Play the recording of the song to familiarise pupils with the rhythm and melody (say “Listen.”).**Step 3:** Read the song line by line and encourage pupils to repeat (say “Listen and repeat.”). Do this several times, with pupils repeating both individually and in chorus. Correct their pronunciation if necessary, and praise them when their pronunciation is good.**Step 4:** Say “Let’s sing!”. Play the recording line by line and encourage pupils to sing along.**Step 5:** Have pupils work in groups to make up actions for the song. Invite a few groups to perform the song for the class. | - Pupils look at the picture.- Pupils listen to the recording of the song to familiarise with the rhythm and melody.- Pupils read the song line by line.- Pupils listen to the recording line by line and sing along.- Pupils work in groups to make up actions for the song. Pupils perform the song for the class. | - The lyrics and the recording of the song about a clothes shop.- The picture shows a clothes shop. A mother, son and daughter are shopping. The shop assistant is pointing at the shoes. |

**e. Assessment**

- Performance products: Pupils’ interaction and performance

- Assessment tools: Observation; Questions & Answers

**5. FUN CORNER AND WRAP-UP** (5 minutes)

**\* Option 1*/* Game: *“Lucky flowers”***

- Divide the class into two teams.

- Prepare pictures of clothes (*shirts, shoes, shorts*).

- Have two pupils from each team choose a number and ask and answer questions about where things are.

 E.g.Pupil A: *Where are the shoes?*

Pupil B: *Over there.*

- If they ask and answer correctly, they will get a star for their group.

- If they choose a lucky number, they will get two stars.

- The team with more points wins. Praise the winner.

**\* Option 2/ Game: *“Chain game”***

- Place the flashcards on the board in a sequence, e.g. *shirts, shoes, shorts*.

- Ask pupils to say the word in the sequence (*shirts, shoes, shorts*). Do this several times, with pupils repeating both individually and in chorus.

- Remove one flashcard. Have pupils repeat the sequence, including the missing word.

- Keep removing the flashcards until pupils say the whole sequence from memory.

- Call some pupils to perform in front of the class.

*Bổ sung, điều chỉnh sau tiết dậy:*

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