**Week 20 UNIT 11: WHAT’S THE MATTER WITH YOU?**

**Period 77 Lesson 3 (1-2-3)**

**I. Objectives:**

- By the end of the lesson Ps will be able to:

**1. Knowledge:**

- Ask and answer questions about health problems.

- Say the questions and the answers with the correct intonation.

   What’s the matter with you?  ̶   I have a headache.

   What’s the matter with you? ̶   I have a toothache. 

   What’s the matter with you? ̶   I have a stomach ache.

- Listen and circle the letters showing the correct words completing the answers. Then ask and answer the questions.

- Say the chant:What’s the matter with you?

- Sentence Patterns: Revision

- Vocabulary: Revision

**2. Skills.**

- Listening and speaking.

**3. Attitude/ Quality:**

- Studious and obedient students and love their hometown, family and friends.

- Educate Ss how to keep healthy.

**4. Forming competence:**

- Co-operation (ready to help friends in pair work/ groupwork).

- Self-study (can perform individual tasks and solve problems by themselves).

- Using language to talk about possible accident at home, using *Don’t ...! OK, I won’t.*

**II. Methods**:

- Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

**III. Preparation.**

1. Teacher’s preparation: CDs player, stereo, book.

2. Student’s preparation: Students’ aids: books, notebooks, workbooks.

**IV. Procedures.**

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| **Content** | **Teacher’s activities** | **Student’s activities** |
| **A. Warm up**(5’)**B. New lesson**(30’)**C. Production**(3’)**D. Homework**(2’) | - Invite some pupils to role-play the conversations in Lesson 2, Activity 5- Lead into new lesson*Task 1. Listen and repeat.* **-** Tell the class that they are going to practice saying the question and answers which the correct intonation. - Play the recording all the way through for pupils to listen first.- Play the recording again for them to repeat the sentences twice- Ask pupils to read the sentences until pupils feel confident. - Get some pupils to say the words and sentences in front of the class. - Correct mistakes of pronunciation.*Task 2. Listen and circle a or b. Then ask and answer***-** Tell pupils that they are going to listen to the recording, circle a or b to complete the sentences.- Give them a few seconds to read the sentences in silence and guess the words to fill the gaps.- Play the recording twice for pupils to listen, circle a or b.- Play the recording again for pupils to listen and check. Ask the class to read the sentences aloud.- Give the correct answers.\* Key: 1. b 2.b 3.a 4. a*Task 3. Let’s chant* *-* Tell pupils that they are going to say the chant: ***What’s the matter with you?***- Play the recording all the way through for pupils to listen and follow in their books.- Play the recording again, pausing after each line for pupils to repeat.- Play the recording once more for pupils to repeat the whole chant, show pupils how to chant and do the actions- Get pupils to work in pairs to practice chanting and doing the action.-Invite some pairs to say the chant and do actions in front of the class- Give feedback.- Ask the whole class to say the chant and clap along to the rhythm of the chant- Summary the lesson- Tell pupils to practice chanting again at home. | - Role-play- Listen to the T's instruction.- Listen to the recording and repeat.- Read individual.- Practice in front of class.- Listen to the T's instruction.- Read and guess- Listen and circle.- Listen and check, then read the sentences aloud.- Listen to the T's instruction.- Listen and follow in the book- Listen and repeat - Listen, repeat and do the actions- Chant in pairs- Chant in front of class- Say and clap along to the rhythm of the chant |

**Week 20 UNIT 11: WHAT’S THE MATTER WITH YOU?**

**Period 78 Lesson 3 (4-5-6)**

**I. Objectives:**

- By the end of the lesson Ps will be able to:

**1. Knowledge:**

- Ask and answer questions about healthy problem.

- Read and match two halves of each sentence. Then say the complete sentence.

- Read the common health problems, and write advice.

- Talk about two health problems and give advice.

- Colour the stars showing their English competences.

**2. Skills.**

- Listening, reading, writing and speaking.

**3. Attitude/ Quality:**

- Studious and obedient students and love their hometown, family and friends.

- Educate Ss how to keep healthy.

**4. Forming competence:**

- Co-operation (ready to help friends in pair work/ groupwork).

- Self-study (can perform individual tasks and solve problems by themselves).

**II. Methods**:

- Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

**III. Preparation.**

1. Teacher’s preparation: CDs player, stereo, book.

2. Student’s preparation: Students’ aids: books, notebooks, workbooks.

**IV. Procedures.**

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| **Content** | **Teacher’s activities** | **Student’s activities** |
| **A. Warm up**(5’)**B. New lesson**(30’)**C. Production**(3’)**D. Homework**(2’) | - Have the class say tell the chant: *What’s the matter with you?* *-* Lead into new lesson*Task 1. Read and match. Then say aloud***-** Tell the class that they are going to read the text and match the sentence halves.- Explain the unfamiliar words.- Set a time limit for pupils to read the text again and do the task.- Ask pupils to compare their answers before checking as a class- Call four pupils to read their answers in front of the class-Give feedback and correct mistakes\* Key: 1 f 2 d 3 e 4 a 5 c 6 b*Task 2. Write your advice.* **-** Tell the class that they are going to write some advice for the characters.- Give them time to read the health problems of the characters in the book.- Ask pupils to write the answers.- Get them to swap and read their writing in pairs.- Call some pupils to write their answers on the board.- Give feedback.Key: *1. Tony should brush his teeth after meals. He shouldn’t eat ice cream.* *2. Quan should keep warm. He shouldn’t go out.* *3. Phong should eat healthy foods. He shouldn’t eat too much chocolate.* *4. Phong should keep warm. He shouldn’t talk too much or eat ice cream.**Task 3. Project* *-* Tell the class that they are going to talk about two common health problems and give advice. - Get them to work in groups and decide which health problems to talk about and what advice to give.- Set a time limit for them to discuss and write notes- Invite two groups to give their advice.- Give feedback*Task 4. Colour the starts.*- Have the class read the statements and check their comprehension- Give the time to colour the star and invite a few pupils to read the statement aloud- Give further support to pupils who find it difficult to achieve certain objectives.- Summary the lesson- Tell pupils to do exercises in workbook. | - Chant- Listen to the T's instruction.- Do the task- Compare the answers - Read aloud- Listen to the T's instruction.- Read and complete- Do the task- Write the answers.- Listen to the T's instruction.- Work in groups- Write- Colour the starts.- Listen and remember- Take note |

**Week: 20 UNIT 12: DON’T RIDE YOUR BIKE TOO FAST?**

**Period : 79 Lesson 1 (1-2-3)**

**I. Objectives:**

- By the end of the lesson Ps will be able to:

**1. Knowledge:**

- Ss Say questions and answers with the correct intonation*.*

- Ss look after, solve problems and study themselves.

- Pupils can express and respond to concerns about possible accidents at home.

- Sentence Patterns: Don’t \_\_\_\_!  – OK, I won’t.

- Vocabulary: play with matches, ride your bike too fast, climb the tree, run down
the stairs

**2. Skills.**

- Develop listening, speaking and reading skill.

**3. Attitude/ Quality**:

- Studious and obedient students and love their hometown, family and friends.

- Educate Ss how to keep safe and prevent accidents.

1. **Forming competence:**

- Co-operation (Ready to help friends in pair work/ groupwork).

- Self-study ( can perform individual tasks and solve problems by themselves).

- Use language to talk about the listening task and read the chant.

**II. Methods**:

- Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

**III. Preparation.**

1. Teacher’s preparation

- Ask Ss action one health proplem and other listen and comment: CDs player, stereo, book.

2. Student’s preparation: Students’ aids: books, notebooks, workbooks.

**IV. Procedures.**

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| **Content** | **Teacher’s activities** | **Students’ activities** |
| **A. Warm up**(5’)**B. New lesson**(30’)**C. Production**(3’)**D. Homework**(2’) | - Have pupils to talk about two common health problems and give advice: - Lead into new lesson*Task 1. Look, listen and repeat*- Ask pupils to look at the picture to point at each character and elicit their answers to the questions:*Who’s this? Where are they? What are they doing?*- Play the recording for pupils to listen to the tape- Play the recording again and ask them to repeat a few times.- Explain new word: *knife, cut, cabbage, stove, touch, burn, matches, fast, climb, stairs.*- Say aloud the words, then ask pupils to repeat the words a few times- Have pupils write down the new words into their notebooks.- Play the recording again for them to repeat line by line.- Ask pupils to practice in pairs to act out the dialogue.- Check some pairs. Ask other pupils to give comments.- Give comments.*Task 2. Point and say*- Tell the class that they are going to practice expressing and responding to concerns about possible accidents at home, using: \* Structure: *Don’t ...! OK, I won’t*- Read aloud the phrases in each picture for pupils to repeat.- Ask pupils to write down the structure in their notebook.- Have pupils practice asking and answering in pairs.- Call some pairs to practice in front of the class- Give feedback and correct mistakes of pronunciation.*Task 3. Let’s talk*- Tell the class that they are going to practice further by talking about accidents at home, using :*+ What are you doing …..?**🡪 I want to ………..**+ Don’t ………!* *🡪 OK, I won’t*- Get pupils time to work in pairs to ask and answer, using the structure*.*- Invite a few pairs to act out their conversations in front of the class.- Give feedback- Summary the lesson- Tell pupils to read the part 1 again.- Do exercises in workbook, learn by heart the new words and the structure. | - Ask and answer- Look at the pictures and give the answers- Listen carefully- Listen and repeat- Repeat the words.- Write down- Listen and repeat.- Work in pairs.- Practice in front of class. Other give comments- Listen to the T's instruction.- Repeat.- Write down.- Work in pairs- Practice in front of the class- Listen to the T's instruction.- Practice in pairs- Act out in front of class- Listen and remember- Take note.  |

**Week:20 UNIT 12: DON’T RIDE YOUR BIKE TOO FAST?**

**Period :80 Lesson 1 (4-5-6)**

**I. Objectives:**

- By the end of the lesson Ps will be able to:

**1. Knowledge:**

- Say questions and answers with the correct intonation*.*

- Look after, solve problems and study themselves.

- Listen and tick the correct pictures.

- Read and fill the gapped paragraph, using the words provided.

- Sing the song:Don’t do that!

- Sentence Patterns:Revision

- Vocabulary: The song lyrics

**2. Skills.**

- Develop listening and reading, speaking skill.

**3. Attitude/ Quality**:

- Studious and obedient students and love their hometown, family and friends.

- Educate Ss how to keep safe and prevent accidents.

**4. Forming competence:**

- Co-operation (Ready to help friends in pair work/ groupwork).

- Self-study ( can perform individual tasks and solve problems by themselves).

- Use language to talk about the listening task and read the chant.

**II. Methods**:

- Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

**III. Preparation.**

1. Teacher’s preparation\* Mine

- Ask Ss action one health proplem and other listen and comment: CDs player, stereo, book.

2. Student’s preparation: Students’ aids: books, notebooks, workbooks.

**IV. Procedures.**

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| --- | --- | --- |
| **Content** | **Teacher’s activities** | **Students’ activities** |
| **A. Warm up**(5’)**B. New lesson**(30’)**C. Production**(3’)**D. Homework**(2’) | - Invite two pairs of pupils to talk about accidents at home and give advice in front of the class, using: *Don’t ...!and OK, I won’t.*- Lead into new lesson.*Task 1. Listen and tick.* **-** Tell the class that they are going to listen and tick the correct pictures.-Play the recording the second time for pupils to listen and tick the boxes.- Get them to compare their answers before checking as a class.- Ask pupils to give answers- Play the recording again for pupils to listen and check- Give correct answers.Key: 1. b 2.c 3.a 4. b *Task 2. Read and complete***-** Tell pupils that they are going to read the text and fill the gaps with *run, answered, won’t, cooking, room**-* Give the meaning of *heard him running down* *-* Ask pupils to read the text and the words in the box. Remind them to focus on the context to select the appropriate words. - Give time for pupils to do the task independently.- Go around and offer help, if necessary.- Ask pupils to give answers and other pupils to give comments.- Give correct answers.\*Key: *1 room 2 cooking 3 answered 4 run 5 won’t**Task 3. Let’s sing* - Tell pupils that they are going to sing the *Don’t do that!* song. - Get pupils to read the lyrics in silence. Check their comprehension. - Play the recording all the way through for pupils to get familiarized with the pronunciation, the stress, the rhythm and the intonation of the song. - Play the recording again, pausing after each line for pupils to repeat. - Play the recording once more for pupils to repeat the whole song.- Then have them practice in groups.- Call on some groups to sing the song in front of the class. The rest of the class clap their hands at rhythms- Summary the lesson-Tell pupils to do exercises in workbook- Ask pupils to practice singing at home | - Act out in front of class.- Listen to the T's instruction.**-** Listen and tick.- Compare the answers**-** Give the answers.**-** Listen and check- Listen to the T's instruction.- Read the text- Do the task- Give answers and other pupils give comments.- Listen to the T's instruction.- Read - Listen - Listen and repeat.- Listen and repeat once more. - Work in groups- Sing and clap the hands at rhythms.- Listen and remember.- Take note |