Date of planning: ….. /….. /

Date of teaching: ….. /…../

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

**(6 periods)**

**I. Objectives:**

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

**1. Knowledge:**

-Ask and answer questions about common health problems.

- Pupils can ask and answer questions about the other speaker’s common health problems.

- Sentence Patterns: What’s the matter with you? – I have \_\_\_\_.

- Vocabulary: a toothache, an earache, a sore throat, a stomach ache

-Ask and answer questions about common health problems.

- Read, listen, and tick the table.

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

- Sing the song What’s the matter with you?

- Giving and responding to advice on common heath proplems*.*

-Pupils can give and respond to advice on common health problems.

- Sentence Patterns: You should / shouldn’t \_\_\_.

− Yes, I will. Thanks. / − OK, I won’t. Thanks.

- Vocabulary: go to the doctor, go to the dentist, take a rest, eat a lot of fruit, carry heavy things, eat a lot of sweets

- Giving and responding to advice on common heath proplems*.*

- Listen and complete the table.

- Read and complete the gapped conversations, using the words provided.

- Play the game Charades: What’s the matter with you?

- Ask and answer questions about health problems.

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

   What’s the matter with you? https://lh6.googleusercontent.com/M3W8J219lJzmioocqBgmND0h8RI9xKzf5rNzV4L91iseHmcDszV-i5UZcOocfWAGR8_PCe2eQqlvG68O6pJD8gMgbmTRa0s_8raWo5iROqsmsAAWypFzwm0wI2CAmUFlgai3LLw  ̶   I have a headache. https://lh6.googleusercontent.com/eOPLdyWxua_nkPhPughISGFzSLYKIwZgUTUO8W_Fwi74S66t40SszlTfO9cyp_KPur2by8DY1E88_SelPAA6RbLUNEfNrxHiKuHvM4S8DM1dCwE_fTtnZt2K2DwzKniMgkM_Dac

   What’s the matter with you? https://lh6.googleusercontent.com/M3W8J219lJzmioocqBgmND0h8RI9xKzf5rNzV4L91iseHmcDszV-i5UZcOocfWAGR8_PCe2eQqlvG68O6pJD8gMgbmTRa0s_8raWo5iROqsmsAAWypFzwm0wI2CAmUFlgai3LLw  ̶   I have a toothache. https://lh6.googleusercontent.com/eOPLdyWxua_nkPhPughISGFzSLYKIwZgUTUO8W_Fwi74S66t40SszlTfO9cyp_KPur2by8DY1E88_SelPAA6RbLUNEfNrxHiKuHvM4S8DM1dCwE_fTtnZt2K2DwzKniMgkM_Dac

   What’s the matter with you? https://lh6.googleusercontent.com/M3W8J219lJzmioocqBgmND0h8RI9xKzf5rNzV4L91iseHmcDszV-i5UZcOocfWAGR8_PCe2eQqlvG68O6pJD8gMgbmTRa0s_8raWo5iROqsmsAAWypFzwm0wI2CAmUFlgai3LLw  ̶   I have a stomach ache. https://lh6.googleusercontent.com/eOPLdyWxua_nkPhPughISGFzSLYKIwZgUTUO8W_Fwi74S66t40SszlTfO9cyp_KPur2by8DY1E88_SelPAA6RbLUNEfNrxHiKuHvM4S8DM1dCwE_fTtnZt2K2DwzKniMgkM_Dac

- 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?

- 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:**

- Develop Ss’ listening, reading, writing and speaking.

**3. Attitude/ Quality**:

- Be confident in communicating with friends/ teachers.

- Ss know how to take care their healthy.

**4. Forming competence:**

- Co-operation love schools and about common health problems.

- Self-study ability, ability to operate, live responsibly.

- Using language to talk about common health problems.

**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.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Content** | **Teacher’s activities** | | **Students’ activities** |
| **A. Warm up**  (5’)  **B. New lesson**  (30’)  **C. Production**  (3’)  **D. Homework**  (2’) | **Week 19- Period 73: Lesson 1( 1, 2, 3)**  - Have pupils to sing a song: *The parts of the body* song  - 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: *arm, headache, earache, sore eyes, stomachache, toothache, backache, sore throat, matter, should.*  - 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.  - Go round and check pupils can repeat and understand 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 asking and answering questions about common health problems, using:  \* Structure:  *What’s the matter with you? I have ...*  - 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 asking and answering questions about common health problems, using :  *What’s the matter with you?*   * *I have ...* * *He/She has a/ an…* * *They have a/an …*   - 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. | | - Sing  - 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. |
| **A. Warm up**  (5’)  **B. New lesson**  (30’)  **C. Production**  (3’)  **D. Homework**  (2’) | | **Week 19- Period 74: Lesson 1( 4, 5, 6)**  - Invite three pupils to act out the story in activity 1.  - Lead into new lesson.  *Task 1. Listen and tick.*  **-** Tell the class that they are going to listen and tick the problem of each character.  - 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: *Nam: toothache Peter: stomach ache Linda: headache. Tony: sore throat*  *Task 2. Read and complete*  **-** Tell pupils that they are going to read the text and fill the gaps with *earache, sore throat, stomach ache, fever and toothache.*  *-* 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. toothache 2. fever  3. earache 4. stomach ache  5. sore throat  *Task 3. Let’s sing*  - Tell pupils that they are going to sing the *What’s the matter with you?* 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 |

|  |  |  |
| --- | --- | --- |
| **A. Warm up**  (5’)  **B. New lesson**  (30’)  **C. Production**  (3’)  **D. Homework**  (2’) | **Week 19- Period 75: Lesson 2(1, 2, 3)**  - Have the class sing the song *What’s the matter with you?*  - Lead into new lesson  *Task 1. Look, listen and repeat.*  - Have them look at the pictures and guess what the story is about.  - Check their comprehension by pointing at each picture and eliciting their answers to these questions:  *Who are they? What are they talking about? What are they doing?*  - Play the recording and ask pupils to look at their book and listen to the tape  - Play it again for them to repeat line by line .  - Ask pupils to work in pairs to practice the dialogue.  - Go around and check pupils can repeat and understand the dialogue.  - Check some pairs.  - Others give comments.  - Give comments.  *Task 2. Point and say*  - Tell the class that they are going to practice giving advice on common health problems and responding.  \* Structure: *You should/shouldn’t ... Yes, I will./Ok, I won’t.*  *-* Explain new words: *should, karate, backache, dentist, take a rest, fruit, carry heavy things.*  - Say aloud the structure and the words under each picture, then ask pupils to repeat them a few times.  - Call some pupils to read aloud the structure and the words.  - Ask pupils to write down them into their notebook.  - Ask pupils to work in pairs, then point at the pictures to ask and answer using the structure.  - 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 by giving advice on health problems and responding., using:  *+ I have a/an ……*  *+ You should ………*  *+ You shouldn’t ……….*  - Set a time limit for the class to practice talking in pairs.  - Go around the class and offer help, if necessary.  - Invite a few pairs to act out their exchanges 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 pattern. | - Sing a song  - Listen to the T's instruction.  - Look and answer  - Listen and repeat  - Work in pairs.  - Practice in front of class.  - Give comments  - Listen to the T's instruction.  - Listen and repeat  - Read aloud  **-** Write down  - Work in pairs  - Practice in front of class  - Listen to the T's instruction.  - Practice in pairs  - Act out in front of class  - Listen  - Take note |
| **A. Warm up**  (5’)  **B. New lesson**  (30’)  **C. Production**  (3’)  **D. Homework**  (2’) | **Week 19- Period 76: Lesson 2( 4, 5, 6)**  - Get pupils to give advice on health problems and responding  - Lead into new lesson  *Task 1. Listen and complete.*  - Tell the class that they are going to listen and complete the table.  - Play the recording twice for pupils to listen and complete.  - Get them to compare their answers before checking as a class.  - Ask pupils to give answers in front of the class.  - Play the recording again for pupils to listen and check.  - Give correct answers  \* Key:  *1. Quan: should go to the doctor*  *2. Tony: shouldn’t go to school*  *3. Phong: shouldn’t eat ice cream*  *4. Mrs Green: shouldn’t carry heavy things*  *Task 2. Read and complete. Then say aloud*  - Tell the class that they are going to read the text and complete the conversations.  - Give pupils a few seconds to read the sentences in silence and guess the words to fill the blanks.  - Give pupils time to do the task.  - Get pupils to swap and read their writing.  - Ask other pupils to give feedback.  - Give the correct answers.  \* Key:  *1. matter 2. has 3. doctor*  *4. stomach 5. rest*  *Task 3. Let’s play*  - Tell pupils that they are going to play *Charades*.  - Revise the names of the body parts before starting the game.  - Have the class play the game in groups of six.  - Pupils in each group take turns to mime the illness while the others guess.  - The quickest pupil to guess the illness correctly gets one point.  - Set a time limit for them to play the game.  - The groups which has the most points wins the game.  - Summary the lesson  - Tell pupils to do exercises in work book at home | - Give advice  - Listen to the T's instruction.  -Listen and complete.  - Compare the answers.  -Give the answers.  - Listen and check.  - Listen to the T's instruction.  - Read the sentences  - Do the task  - Read aloud.  - Other pupils give feedback  - Listen to the T's instruction.  - Play game  - Take note. |

|  |  |  |
| --- | --- | --- |
| **A. Warm up**  (5’)  **B. New lesson**  (30’)  **C. Production**  (3’)  **D. Homework**  (2’) | **Week 20- Period 77: Leson 3( 1, 2, 3)**  - 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. | - 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 |

|  |  |  |
| --- | --- | --- |
| **A. Warm up**  (5’)  **B. New lesson**  (30’)  **C. Production**  (3’)  **D. Homework**  (2’) | **Week 20- Period 78: Lesson 3(4, 5, 6)**  - 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 |