

Date of planing : 7/ 01/ 2017

Date of teaching: 9,10 /01/2017.

Week : 19

Period: 73

Unit 11: WHAT'S THE MATTER WITH YOU?

Lesson 1: Part 1-2-3

I. OBJECTIVES:

By the end of this unit pupils can

- Use the words and phrases related to the topics *Common health problems*. Ask and answer questions about Common health problems, using *What's the matter with you? I have ...*
- Develop Ss speaking and listening skills.
- Ss look after , solve problems and study themselves.
- Studious and obedient students and love their hometown, family and friends.

II. PREPARATIONS:

1. Teacher: student's and teacher's book, pictures, cassette.
2. Students: books, notebooks, workbooks.

III. PROCEDURES:

Teacher's activities	Students' activities
Warm up: Play slap the board 1. Look, listen and	- The class play: using the pictures and names of characters that they have learnt in unit 1-10.

repeat.

- Introduce the dialogue.

- Play the recording

- Check and correct.

- Elicits the structure

2. Point and say

- Teach vocabulary:

Check vocab: what & where

- Model sentence.

- Monitor the activity and offer help, if necessary.

- Check and correct.

3. Let's Talk

- Give tasks.

- Look at the pictures in the book, identify the characters in the picture on page 6 and what they are saying.

- Listen to Tony and mother's Tony.

- Ss listen and repeat in chorus two times.

- Read in group/ pair: One repeats Tony's part, the other repeats mother's part of Tony.

- Ss give new structure sentence:

- What's the matter with you? I have ...

- Note write down new words and read after T.

Play game: What and where (Whole class)

- Pupils guess and complete the speech bubbles.

- Look and find out the model sentences

- Point the pictures and practise asking and answering question about one's address.

- 2 - 3 pairs perform their task at the front of the class. The rest of the class observe and give comments.

- Ss work in pairs to practise asking and answering question about one's address.

- Practise in pairs

- 6-7 pairs perform their task at the front of the class. The rest of the class observe and give comments.

- Correct their pronunciation and mistake.

4. Consolidation

Summary the lesson

5. Homework

- Give homework to Ss.

- Do exercises in workbook, learn by heart the new words.

Date of planing : 7/ 01/ 2017

Date of teaching: 9,10 /01/2017.

Week : 19

Period: 74

Unit 11: WHAT'S THE MATTER WITH YOU?

Lesson 1: Part 4-5-6

I. OBJECTIVES:

By the end of this unit pupils can

- Use the words and phrases related to the topics *Common health problems*. Ask and answer questions about Common health problems, using *What's the matter with you? I have ...*

- Develop Ss speaking and listening skills.
- Ss look after , solve problems and study themselves.
- Studious and obedient students and love their hometown, family and friends.

II. PREPARATIONS:

1. Teacher: student's and teacher's book, pictures, cassette.
2. Students: books, notebooks, workbooks.

III. PROCEDURES:

Teacher's activities	Students' activities
<p>Warm up:</p> <ul style="list-style-type: none"> - Revising the story in Activity 1 by inviting three pupils to act out the story. 	<ul style="list-style-type: none"> - Act out the story.
<p>4. Listen and tick:</p> <ul style="list-style-type: none"> - Tell pupils that they are going to listen to the recording and tick the problem of each character. - Play the recording all the way through for pupils to listen. Play it again for them to do the task. - Get them to compare their answers before checking as a class. Give explanations for answers which pupils find difficult. Play the recording again to confirm the answers. 	<ul style="list-style-type: none"> - Listen to the teacher - Listen to the recording and do the task. - Compare the answers with a partner. <p>Key: Nam: toothache</p> <p>Peter: stomach ache</p>

5. Read and complete:

- Tell the class that they are going to read the text and fill the gaps with *earache*, *sore throat*, *stomach ache*, *fever* and *toothache*. Remind them to focus on the context to select the appropriate words from the box.

- Get pupils to swap and compare their answers in pairs before checking as a class.

6. Let's sing:

- Tell the class that they are going to sing *What's the matter with you?* Have them read the lyrics. Check their comprehension.

- Play the recording all the way through for pupils to listen and follow in their books.

- Play it again for them to repeat line by line. When they are familiar with the melody, ask them to sing along with the music before practising doing actions.

- Invite one or two groups to sing the song and do actions in front of the class.

5. Homework

Linda: headache

Tony: sore throat

- Listen to the teacher.

- Swap and compare the answers in pairs

Key: 1. toothache 2. fever

3. earache 4. stomach ache

5. sore throat

- Read the lyrics.

- Listen to the recording

- Listen and repeat line by line.

- Give homework to Ss.

- Do exercises in workbook,
learn by heart the new words.

Date of planing : 7/ 01/ 2017

Date of teaching: 10, 12 /01/2017.

Week : 19

Period: 75

Unit 11: WHAT'S THE MATTER WITH YOU?

Lesson 2: Part 1-2-3

I. OBJECTIVES:

By the end of this unit pupils can

- Use the words and phrases related to the topics *Common health problems*. Give and respond to advice to common health problems, using *You should/shouldn't ... Yes, I will./OK, I won't*.
- Develop Ss speaking and listening skills.
- Ss look after , solve problems and study themselves.
- Studious and obedient students and love their hometown, family and friends.

II. PREPARATIONS:

1. Teacher: student's and teacher's book, pictures, cassette.
2. Students: books, notebooks, workbooks.

III. PROCEDURES:

Teacher's activities	Students' activities
Warm up:	
- Revising the previous lesson by having the class sing <i>What's the matter with you?</i>	- Sing the song.
1. Look, listen and repeat:	
- Tell the class that they are going to read a story. Check their comprehension by pointing at each picture to elicit their answers to these questions: <i>Who's this? Who's he/she talking with? What's the matter with him? Where's he? Who's with him?</i> (Mai, Quan and Nam are at the gym. In Picture a, Mai asks Quan where Nam is. In Picture b, Nam says <i>I don't feel well. I have a backache.</i> In Picture c, Mai says <i>You should go to the doctor now, Nam.</i> and Nam replies <i>OK, I will. Thanks, Mai.</i> In Picture d, Nam is at the doctor's and the doctor says to him <i>You should take a rest and shouldn't play sports for a few days</i> and Nam replies <i>Thank you, doctor.</i>)	- Listen to the teacher

- Play the recording all the way through for them to listen and follow in their books.

- Play it again for them to repeat the lines in the bubbles.

- Point at each bubble and ask the class to say the words aloud.

2. Point and say:

- Tell the class that they are going to practise giving advice on common health problems and responding, using *You should/shouldn't ... Yes, I will./OK, I won't.*

- Have them practise giving advice. Point at each picture and say the words under it for pupils to repeat once or twice. Then have them practise giving advice and responding with *Yes, I will. Thanks. or OK, I won't. Thanks.*

- Ask them to work in pairs. Monitor the activity and offer help, if necessary.

- Invite one or two pairs to perform the task.

3. Let's talk:

- Tell the class that they are going to practise further by giving advice on health problems and responding. Get them to act out different illnesses and use the phrases in their books.

- Listen to the recording.

- Listen and repeat the lines in bubbles.

- Say the words aloud.

- Listen to the teacher.

- Repeat the words.

- Set a time limit for them to practise. Monitor the activity and offer help, if necessary.

- Invite two or three pairs to act out their conversations. Then give feedback.

4. Homework

- Give homework to Ss.

- Practise in pairs.

- Perform the task.

- Practise further in pairs.

- Act out their conversations.

- Do exercises in workbook, learn by heart the new words.

Date of planing : 7/ 01/ 2017

Date of teaching: 10, 12 /01/2017.

Week : 19

Period: 76

Unit 11: WHAT'S THE MATTER WITH YOU?

Lesson 2: Part 4-5-6

I. OBJECTIVES:

By the end of this unit pupils can

- Use the words and phrases related to the topics *Common health problems*. Give and respond to advice to common health problems, using *You should/shouldn't ... Yes, I will./OK, I won't*.
- Develop Ss speaking and listening skills.
- Ss look after, solve problems and study themselves.
- Studious and obedient students and love their hometown, family and friends.

II. PREPARATIONS:

1. Teacher: student's and teacher's book, pictures, cassette.
2. Students: books, notebooks, workbooks.

III. PROCEDURES:

Teacher's activities	Students' activities
Warm up: - Having the class revise the story in Activity 1. 1. Invite four pupils to act out the story.	- Act out the story.

4. Listen and complete:

- Tell the class that they are going to listen and complete the table. Ask them to read the information and guess the advice.

- Play the recording all the way through for them to listen. Play it again for them to complete the table.

- Get them to compare their answers before checking as a class.

5. Read and complete. Then say aloud:

- Tell the class that they are going to read the text and complete the conversations. Tell them to read and guess the words to fill the blanks.

- Set a time limit for them to do the task independently.

- Get them to read what their partner has written before inviting two or three

- Listen to the teacher

- Listen to the recording and complete the table.

- Compare the answers with a partner.

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

- Listen to the teacher.

pupils to read their answers aloud.

- Give feedback.

6. Let's play:

- Tell the class that they are going to play *Charades*. Follow the instructions in *Games in Introduction*.

- 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. Those with the most points at the end of the game are the winners..

5. Homework

- Give homework to Ss.

- Do the task independently.

- Read their partner's writing.

- Read their answers aloud.

Key: 1. matter 2. has

3. doctor 4. stomach 5. rest

- Listen to the teacher.

- Say aloud the names of the body parts.

- Play the game in groups.

- Do exercises in workbook,
learn by heart the new words.

Date of planing : 13/ 01/ 2017

Date of teaching: 16,17 /01/2017.

Week : 20

Period: 77

Unit 11: WHAT'S THE MATTER WITH YOU?

Lesson 3: Part 1-2-3

I. OBJECTIVES:


By the end of this unit pupils can

- Say questions and answers with the correct intonation.
- Develop Ss speaking and listening skills.
- Ss look after , solve problems and study themselves.
- Studious and obedient students and love their hometown, family and friends.

II. PREPARATIONS:

1. Teacher: student's and teacher's book, pictures, cassette.
2. Students: books, notebooks, workbooks.

III. PROCEDURES:

Teacher's activities	Students' activities
<p>Warm up:</p> <ul style="list-style-type: none">- Revising the previous lesson by inviting some pupils to role-play the conversations in Lesson 2, Activity 5. <p>1. Listen and repeat:</p> <ul style="list-style-type: none">- Tell the class that they are going to practise saying questions and answers with the correct intonation.- Play the recording all the way through for pupils to listen and follow in their books. Then play it again for them to repeat the sentences twice. <p>* Note: <i>Wh-questions</i> usually have a falling intonation, which can be marked with an arrow like this  at the end.</p> <p>2. Listen and circle a or b. Then ask and answer:</p> <ul style="list-style-type: none">- Tell the class that they are going to listen and circle <i>a</i> or <i>b</i> to complete the sentences.	<ul style="list-style-type: none">- Role-play the conversations in Lesson 2, Activity 5..- Listen to the teacher- Listen to the recording and follow in their books.- Listen and repeat the sentences.- Listen to

- Give pupils a few seconds to read the sentences in silence before playing the recording for them to do the task.

- Get pupils to compare their answers in pairs before checking as a class.

- Tell them to ask and answer the questions in pairs.

3. Let's chant:

- Tell the class that they are going to say the chant *What's the matter with you?*

- Have them read it and check their comprehension.

- Play the recording all the way through for them to listen and follow in their books. Then play it again for them to repeat each line.

- Have them practise the chant and do actions in groups.

- Invite two groups to say the chant and do actions. One group says the questions and gives advice. The other gives the answers.

5. Homework

- Give homework to Ss.

- Listen to the teacher.

- Read the sentences in silence. Then listen to the recording and do the task.

- Compare their answers in pairs

- Ask and answer in pairs.

Key: 1 b 2 b 3 a 4 a

- Read the chant.

- Listen and repeat.

- Practise the chant and do

actions in groups.

- Do exercises in workbook,
learn by heart the new words.

Date of planing : 13/ 01/ 2017

Date of teaching: 16,17 /01/2017.

Week : 20

Period: 78

Unit 11: WHAT'S THE MATTER WITH YOU?

Lesson 3: Part 4-5-6-7

I. OBJECTIVES:

By the end of this unit pupils can

- Say questions and answers with the correct intonation.
- Develop Ss speaking and listening skills.
- Ss look after , solve problems and study themselves.
- Studious and obedient students and love their hometown, family and friends.

II. PREPARATIONS:

1. Teacher: student's and teacher's book, pictures, cassette.
2. Students: books, notebooks, workbooks.

III. PROCEDURES:

Teacher's activities	Students' activities
<p>Warm up:</p> <ul style="list-style-type: none"> - Having the class say the chant <i>What's the matter with you?</i> <p>4. Read and match. Then say:</p> <ul style="list-style-type: none"> - Tell the class that they are going to read the text and match the sentence halves. - Get pupils to read the sentence halves. Explain the unfamiliar words, if necessary. - Set a time limit for them to do the task independently. Monitor the activity and offer help, if necessary. - Have pupils swap and compare their answers before checking as a class. - Ask them to work in pairs and tell each other how to stay healthy. <p>5. Write your advice:</p> <ul style="list-style-type: none"> - Tell the class that they are going to 	<ul style="list-style-type: none"> - Say the chant. - Listen to te teacher - Read the sentences halves - Do the task independently. - Swap and compare their answers - Work in pairs and tell each other how to stay healthy <p>Key: 1 f 2 d 3 e 4 a 5 c 6 b</p>

write some advice for the characters.

- Give them time to read the health problems of the characters in the book.
- Set a time limit for them to write the answers. Monitor the activity and offer help, if necessary.
- Remind them about punctuation and when to use capital letters.
- Get them to read their advice in pairs before inviting two or three pupils to read their answers aloud.

6. Project:

- Tell the class that they are going to talk about two common health problems and

- Listen to the teacher.
- Read the health problems of the characters in the book.
- Write the answers.

- Read their advice in pairs.
- Read their answers aloud.

*** Suggested answers:**

1. Tony should brush his teeth after meals. He shouldn't eat ice
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.

give advice.

- Get pupils to work in groups to decide which health problems to talk about and what advice to give.

- Remind them to use information from this unit and write their advice on paper.

- Select a few groups to give their advice.

7. Colour the stars:

- Have the class read the statements and check their comprehension.

- Give them time to colour the stars and invite a few pupils to read the statements aloud.

- Give further support to pupils who find it difficult to achieve certain objectives.

*** Homework:**

- Give homework to Ss.

He shouldn't talk too much or eat ice cream.

- Listen to the teacher.

- Work in groups

- Give their advice.

- Read the statements and check their comprehension.

- Colour the stars.

- Listen to.

- Do exercises in workbook,

Date of planing : 13/ 01/ 2017

Date of teaching: 17,19 /01/2017.

Week : 20

Period: 79

Unit 12: DON'T RIDE YOUR BIKE TOO FAST!

Lesson 1: Part 1-2-3

I. OBJECTIVES:

By the end of this unit pupils can

- Use the words and phrases related to the topic *Preventing accidents at home*.
Express and repond to concerns about possible accident at home, using *Don't ...! OK, I won't*.

- Develop Ss' speaking and listening skills.

- Ss look after , solve problems and study themselves.

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

II. PREPARATIONS:

1. Teacher: student's and teacher's book, pictures, cassette.

2. Students: books, notebooks, workbooks.

III. PROCEDURES:

Teacher's activities

Warm up:

- Have the class report the results of the class health survey from Unit 11, Lesson 3, Activity 6. Introduce the new lesson by writing the unit title on the board and have pupils repeat it twice.

1. Loo, listen and repeat:

- Have the class look at the pictures. Point at each character and elicit the answers to these questions: *Who's he/she? What's she doing with the knife? What's she doing with the stove? What does he say to her? What does she answer?* (Tom and Mary are in the kitchen. In Picture a, Tom asks Mary what she's doing and Mary says she's cutting the cabbage. In Picture b, Tom says to Mary *Don't play with the knife! You may cut yourself.* and Mary says *OK.* In Picture c, Tom asks what she's doing with the stove and she answers that she wants to cook the cabbage. In Picture d, Tom warns her again and says *Don't touch the stove! You may get a burn.* and she replies *OK, I won't.*)

- Play the recording all the way through for pupils to listen and follow in their books.

- Play it again for them to repeat line by line.

Check their understanding of the story.

Students' activities

- Report the results of the class health survey.

- Look at the pictures and answer the questions.

- Listen to the eliciting

2. Point and say:

- Tell the class that they are going to practise expressing and responding to concerns about possible accidents at home, using *Don't ...! OK, I won't*. Give the meanings of *matches* and *run down the stairs*.

- Have them look at the pictures and repeat the phrases once or twice.

- Point at each picture and have pupils practise saying sentences with *Don't ...*, using the information under each picture.

- Get them to practise in pairs. Monitor the activity and offer help, if necessary.

- Invite one or two pairs to say the sentences to check how well they have practised.

3. Let's talk:

- Tell the class that they are going to practise further by talking about accidents at home.

- Get them to work in pairs and use the sentences in their books.

- Set a time limit for them to practise. Monitor the activity and offer help, if necessary.

- Invite a few pairs to act out their

- Look at the book and listen to the recording.

- Listen and repeat line by line.

- Listen to the teacher.

- Look at the pictures and repeat the phrases

- Practise saying sentences with *Don't ...*, using the information under each picture.

- Practise in pairs.

conversations in front of the class. Then give feedback.

*** Homework:**

- Give homework to Ss.

- Listen to the teacher.

- Work in pairs.

- Act out their conversations in front of the class.

- Do exercises in workbook, learn by heart the new words.

Date of planing : 13/ 01/ 2017

Date of teaching: 17,19 /01/2017.

Week : 20

Period: 80

Unit 12: DON'T RIDE YOUR BIKE TOO FAST!

Lesson 1: Part 4-5-6

I. OBJECTIVES:

By the end of this unit pupils can

- Use the words and phrases related to the topic *Preventing accidents at home*. Express and repond to concerns about possible accident at home, using *Don't ...! OK, I won't*.

- Develop Ss' speaking and listening skills.
- Ss look after , solve problems and study themselves.
- Studious and obedient students and love their hometown, family and friends.

II. PREPARATIONS:

1. Teacher: student's and teacher's book, pictures, cassette.
2. Students: books, notebooks, workbooks.

III. PROCEDURES:

Teacher's activities	Students' activities
<p>Warm up:</p> <ul style="list-style-type: none"> - Revising the previous lesson by inviting one or two pairs of pupils to talk about accidents at home and give advice in front of the class, using <i>Don't ...!</i> and <i>OK, I won't</i>. <p>4. Listen and tick:</p> <ul style="list-style-type: none"> - Tell the class that they are going to listen to the recording and tick the correct pictures. - Play the recording all the way through for pupils to listen. - Play it again for them to do the task. Monitor the activity and offer help, if necessary. - Get them to compare their answers before checking as a class. 	<ul style="list-style-type: none"> - Talk about accidents at home and give advice in front of the class, using <i>Don't ...!</i> and <i>OK, I won't</i>. - Listen to the teacher. - Listen to the recording. - Listen and do the task.