*Week 26 Preparing date: ………………….*

*Period 101 Teaching date: …………………*

**Unit 15: Our health**

**Lesson 3 (1, 2, 3)**

**A. OBJECTIVES:**

By the end of the lesson, Ss will be able to:

**1. Knowledge:**

- correctly pronounce the stress on the key words in the sentences *What’s the ‘matter? and ‘What should I ‘do?*

- identify the stressed words in sentences while listening.

- say the chant with the correct rhythm and pronunciation.

- ***Vocabulary:*** Review

- ***Skills***: speaking, listening, reading and writing.

**2. Competences:**

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

- Self-control and independent learning: perform pronunciation and listening tasks.

**3. Attitude/ Qualities:**

- Show ss how to give advice about health problems.

**B. TEACHING AIDS:**

- *Teacher:* Teacher’s guide Pages 247, 248; audio Tracks 48, 49, 50; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Students’ book Page 34, notebooks, workbooks, school things.

**C. PROCEDURES:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **1.Warm- up and review: (5’)**  ***Gane: Spotlight***  *\*****Aims:*** *to* *revise the words and structure about health problems.*  **\*Procedure:**  - Tell ss they are going to make a dialogue.  - Divide the class into 2 teams.  - A pair of ss from each team take turns to look at the pictures, exchange the dialogue.  - Check ss’ pronunciation.  - If they say the sentence patterns appropriately, they will get points for their group.  - The team with more points wins the game.  - Say “Open your book page 34” and look at “*Unit 15, Lesson 3 (1,2,3)”.*  **2. Presentation (9’)**  **Activity 1. Listen and repeat:**  ***\*Aims:*** *Ss will be able to correctly pronounce the stress on the key words in the sentences What’s the ‘matter? and ‘What should I ‘do?*  **\*Procedure:**  - Ask ss to pay attention to the stress marks on the key words in the sentences *What’s the ‘matter?* and *‘What should I ‘do?*  - Play the recording for Ss to listen and repeat in chorus and individually until they feel confident.  - Let Ss work in pairs or groups, saying the words and reading the sentences.  - T invites some Ss to practice.  **3.Practice: (17’)**  **Activity 2.** **Listen and underline one more stressed word. Then repeat.**  ***\*Aims:*** *Ss will be able to* *identify the stressed words in sentences while listening.*  **\*Procedure:**  - Tell Ss underline the word having a different stress from each line. Then listen to the recording to check their answers.  - Set a time for Ss to do the task.  - Play the recording, once or twice, for Ss to listen and check their answers.  - Get Ss to swap books with a partner and check their answers before checking as a class.  - Play the recording again for Ss to double-check their answers.  - Invite a few Ss to read aloud all the words in the words.  *Key: 1. today, 2. bed, 3. go, 4. What’s*  **Activity 3. Let’s chant**  ***\*Aims:*** *Ss will be able to* *say the chant with the correct pronunciation, word stress and rhythm.*  **\*Procedure:**  - Introduce the title and lyrics of the chant.    - Play the recording for Ss to listen to the whole chant.  + Have them repeat the title and lyrics line by line.  - Play the recording all the way through for Ss to listen to pronunciation and melody.  - Play the recording line by line for Ss to listen and repeat  - Play the recording for Ss to chant and clap along.  - Ask Ss to practice chant and clap along in pairs or groups.  - Invite groups to the front of the classroom to perform the chant  **3. Fun corner and wrap- up (4’)**  **Game:**   **Miming game**  - Tell ss that they are going to mime an action for their friends to guess what the matter is.  - Invite a volunteer to come and stand in the front of the class. Whisper a word to him/ her, *ex: toothache.* Have him/ her mime having a headache.  - Ask other ss to guess what common disease he/ she has and say a sentence, *ex: He/ She has a headache.*  - Continue with other words.  - Praise ss if they play the game well. | - T follow the teacher’s instructions.  -Ss play the game  *Ex:*  *A: What’s the matter?*  *B: I have a sore throat.*  *A: You should drink warm water.*  *B: Thanks for your advice.*  - Ss open their books  - - Ss point and pay attention  - Ss listen to the recording again and repeat.  -Ss work in pairs and practice  -Ss say the words and sentences  - Ss pay and listen to the teacher’s explanation.  - Ss do the task  - Ss listen to the recording to check their answers (individual)  - Ss swap books with a partner and check the answers  - Ss listen to the recording again and check their answers again.  - Ss stand up and read aloud the words.  - Ss look and listen.  - Ss listen to the chant  - Ss listen and repeat line by line without clap their hands  -Ss listen to melody of the chant  - Ss listen and chant line by line.  - Ss chant and clap along.  - Ss work in groups (two groups) to chant  -Ss perform in front of the class.  -Ss listen  -Ss play the game  -Ss continue play the game  -Ss listen |

**D. ADJUSTMENTS (if necessary):**

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