*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:**

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| **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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