

UNIT 11 - What's the Matter with You?

Competences

- Asking and answering questions about common health problems
- Expressing health problems and giving responses

New Language

- **Phonics:** *arm ear*
- **Vocabulary:** *arm, headache, earache, sore eyes, stomachache, pain, toothache, backache, sore throat, temperature, cold, matter, should*
- **Sentence Patterns:** *What's the matter with you?*
 - *I've got a headache.*
 - *I've got a sore throat.*
 - *You should see the doctor.*
 - *You shouldn't eat ice-cream.*

Resources

- Student's Book *Tiếng Anh 5, Tập Hai, Unit 11, Pp. 6-12*
- Audio and visual aids: Recordings, flashcards, sticky tape, and large-sized sheets of paper for teaching points.



PROCEDURE

LESSON 1

Duration: 2 periods

Objectives: Pupils will be able to ask and answer questions about common health problems.

Warm-up: Pupils sing the following chant, doing actions with their fingers as follows:

Open your fingers.

Close them.

Open.

Close them.

Put them on your (hair).

Replace the word *hair* with other words such as *feet, head, face*.



1. Look, listen and repeat.

- Ask pupils to open their Student's Book on Page 6. Get them to read the title of the unit and observe the four pictures to identify the characters in each picture. Set the context by saying: *Tom is late for breakfast. Mrs Green is coming to his bedroom.* Point to each picture and elicit pupils' answers to what is happening in the picture. Pre-teach the new words: *What's the matter, headache, temperature, take.* Then write the new vocabulary on the board and get pupils to say each item a few times. Use a mixture of English and Vietnamese to help pupils understand the context and language if they look confused. Read each line in the pictures, pausing at times to check pupils' comprehension. Ensure that pupils can understand the situation and language in this section.
- Play the recording twice: once for pupils to listen all the way through and once for them to repeat. Pause after each line for pupils to repeat a few times.
- Divide the class into groups to take turns to say the lines from Tom, Mrs Green, Mr Green and the doctor.



2. Point, ask and answer.

- Ask pupils to open their Students' Book on Page 6. Set up the context: *We're going to practise asking and answering questions about common health problems.* Then ask pupils to read the example and elicit their prompts to complete the speech bubbles. Write the question and the answer on the board and get pupils to repeat each sentence a few times. Use the flashcards or gestures to pre-teach the new words: *earache, backache, toothache, sore throat, stomachache, cold.* Go through the prompts under the pictures and get pupils to repeat each item a few times.

Notes:



- "ache" is used to form a compound noun like *headache, toothache, earache, stomachache, and backache.*
- "hurt" is a verb, e.g. *My leg hurts.*
- "sore" is used in a noun phrase, e.g. *sore eye, sore arm, sore throat.*
- Model the task with the whole class, using the example. Repeat the step a few times. Then call on a few open pairs to continue with all the pictures in this section in the same way.
- Pupils work in pairs to take turns to point to the pictures, ask and answer questions about health problems. Monitor the activity and offer help as necessary.
- Select a few pairs to perform the task in front of the class, using flashcards or the pictures in the Student's Book. Praise the pair if pupils do well.



3. Listen and tick.

- Ask pupils to open their Student's Book on Page 7. Tell them the listening purpose: *You are going to listen to some people talking about their illnesses. You should tick the appropriate picture.* Point to each picture and ask pupils to identify the health problem.
- Recall the familiar vocabulary and pre-teach the new one. Tell pupils not to worry if they do not understand every word. They should make guesses based on the pictures and the contextual clues as they listen. Do the first example with pupils.

Notes:



- Play the recording twice: once for pupils to listen all the way through and once for them to do the task. Pause after each part for pupils to have sufficient time selecting and ticking the appropriate picture.
- Replay the recording for pupils to check their answers. Get them to correct their answers in pairs. After that, ask some pupils to report their answers to the class. In case there is disagreement on any answer, play the recording related to the answer again. Read out the correct answers to the class.

Answers: 1. c 2. a 3. b 4. c

Tapescripts:

- Mother: *Fried chicken, dear?*
Girl: *No, thanks, Mum. I can't eat chicken today.*
Mother: *Why not? What's the matter with you?*
Girl: *I've got a toothache.*
Mother: *Oh, I see. How about some soup, dear?*
Girl: *Yes. Thanks, Mum.*
- Mr Loc: *Hello, boys and girls. Today we'll have a PE lesson outdoors. Let's go to the school gym.*
Linda: *Excuse me, Mr Loc. May I stay in the classroom?*
Mr Loc: *What's the matter with you, Linda?*
Linda: *I've got a backache.*
Mr Loc: *All right. You can stay here.*

3. Mrs Brown: *Lunch's ready. Oh, where's Peter?*
 Linda: *He's in his bedroom.*
 Mrs Brown: *What's the matter with him?*
 Linda: *He's got a stomachache.*
 Mrs Brown: *All right. I'll go and see him now.*
4. Mr Green: *Hello. Fred Green speaking.*
 Linda: *Hello, Mr Green. Can I speak to Mary, please?*
 Mr Green: *I'm afraid she can't talk to you now.*
She's got a sore throat and she's now at the doctor's with her mother.

4. Talk.

- Ask pupils to open their Student's Book on Page 7. Get them to read the guiding question and observe the pictures. Make sure pupils understand the activity: They should select a girl or a boy in the picture, then ask and answer questions about his or her health problem.
- Pupils work in pairs to take turns to ask and answer questions about health problems, using the pictures in this section. They can freely make use of the language they have learnt previously combining with the new one in the unit.
- Call on a few open pairs to perform the task in front of the class. Praise the pair if they do well.

Summary

In this lesson, pupils have learnt:

- to ask and answer questions about common health problems, using *What's the matter with you? - I've got (a headache).;* and
- to listen and tick the pictures.

Homelink

- Pupils draw a simple picture of the body and name the body parts they have learnt.

LESSON 2

Duration: 2 periods

Objectives: Pupils will be able

- to pronounce correctly the sounds of the letters **arm** as in arm and those of the letters **ear** as in ear, and
- to listen and number the pictures.

Warm-up: Pupils display their homelink drawings of the body parts. Then they play the game *Slap that Word*, using the words indicating the body parts.



1. Listen and repeat.

- Ask pupils to open their Student's Book on Page 8. Stick the large-sized sheet of paper with this section written on it on the board. Draw pupils' attention to the sounds of the letters **arm** as in arm and those of the letters **ear** as in ear. Get pupils to repeat these two words a few times.



2. Listen and read together.

- Draw pupils' attention to the pictures in this section and ask them to comment the children's actions. Set the context: *You are going to hear a chant about parts of the body.* Recall the familiar words and pre-teach the new vocabulary: *appear, above, hear, loud, clear.* Write the new words on the board and get pupils to repeat each one a few times. Read each line of the chant, stop at times to check pupils' comprehension. Then get them to repeat each line a few times. Read the chant again and get pupils to clap the words in focus: one clap for *arm* and *farm*, two claps for *ear, appear, hear, clear*.
- Play the recording twice: once for pupils to listen all the way through and once for them to repeat each line of the chant.

Tapescripts:

*We have
Two eyes to see
The sun appear
Above the sea.*

*We have
Two ears to hear
Music and sounds
Loud and clear.*

*We have
Two strong arms
To plant trees
On our farms.*



3. Group and say aloud.

- Ask pupils to open their Student's Book on Page 8. Tell pupils to look at the chart and the word box. Get them to read the words and make sure they understand the activity: They are to group the words in the appropriate column according to their pronunciation. Check if pupils understand the meaning of the words in focus. Recall the meaning of the familiar words and teach the new ones: *alarm, charm, near.* Say each word and get pupils to repeat it a few times.
- Do the first example with pupils.
- Set the time and get pupils to work independently.

- Have pupils check their answers in pairs. Call on some pupils to report their answers to the class. Have the whole class read in chorus all the words in each column.

Answers:

- **arm:** alarm, farmer, farm, charm
- **ear:** dear, clear, near, hear



4. Listen and number.

- Ask pupils to open their Student's books on Page 9. Tell them the listening purpose: *You are going to hear five dialogues. The speakers are talking about some common health problems. You should number the pictures in the order.* Point to each picture and elicit pupils' answers to identify the health problem in the picture. Recall the familiar vocabulary and pre-teach the new words: *terrible, carry, voice, ill, stay, few.* Write the words on the board and get pupils to repeat each one a few times.

Notes:



- Play the recording twice: once for pupils to listen all the way through and once for them to do the task. Pause after each dialogue for pupils to have sufficient time to observe and number the pictures.
- Replay the recording for pupils to check their answers.
- Get pupils to check their answers in pairs. Then ask some pupils to report the answers to the class. In case there is disagreement, play the recording related to the answer again.

Answers: a. 5 b. 1 c. 4 d. 2 e. 3

Tapescripts:

1. Peter: *Good morning, Doctor.*
 Doctor (man): *Hello, Peter. Sit down, please. What's the matter with you?*
 Peter: *I've got a stomachache.*
 Doctor: *What did you eat this afternoon?*
 Peter: *I had some fish salad.*
 Doctor: *All right. Let me have a look ... (Pause)*

2. Mrs Smith (groaning): Oh ... Oh ...
 Jim: Good morning, Mrs Smith. What's the matter with you?
 Mrs Smith: I've got a terrible backache.
 Jim: Oh, I see. May I help you with your bags?
 Mrs Smith: Oh, you're so kind. Thank you, Jim. (Pause)
3. Tom: Hi, Jim.
 Jim: Hi, Tom.
 Tom: Oh, what's the matter with your voice?
 Jim: I've got a sore throat. (Pause)
4. Mr White: Good morning. Can I talk to Doctor Black, please?
 Doctor: Speaking. What can I do for you?
 Mr White: My son's got a toothache. Can he make an appointment this afternoon?
 Doctor: Well, yes. Tell him to see me at two o'clock.
 Mr White: OK. We will come. (Pause)
5. Mary: Lisa's ill. Let's go and see her.
 Peter: Poor Lisa. What's the matter with her?
 Mary: She's got a temperature. She'll stay at home for a few days. (Pause)



5. Fun time

Simon Says...

- Ask pupils to open their Student's Book on Page 9. Stick the large-sized sheet of paper with the game *Simon Says...* on it on the board and tell pupils about the activity: *You are going to play the game Simon Says.* Explain the game. Point to the picture and ask pupils to comment what they see.
- Pre-teach some expressions for pupils to play the game: *hold up your hand(s), turn left, close your eyes, touch your head,* etc. Write the expressions on the board and get pupils to repeat each of them a few times.
- Divide the class into groups of 8. One pupil acts as Simon to say the expressions. The others do the actions. The pupils who have the correct action will stay in the group. If not, they are out.
- The group with the most pupils left wins.

Summary

In this lesson, pupils have learnt:

- to pronounce correctly the sounds of the letters **arm** as in arm and those of the letters **ear** as in ear, and
- to listen and number the pictures and play the game *Simon Says*.

Homelink

- Pupils practise saying the expressions to play the game *Simon Says* at home.

LESSON 3

Duration: 2 periods

Objectives: Pupils will be able

- to express common health problems and give responses; and
- to read tips for kids to stay healthy; and write to a friend to ask for advice on a health problem.

Warm-up: Pupils play the game *Charades*. One pupil expresses a health problem (e.g. *headache, stomachache, cold, etc.*) that they have learnt in the previous lessons. The others ask and answer questions using *What's the matter with _____? – He's/She's got _____.*



1. Look, listen and repeat.

- Ask pupils to open their Student's Book on Page 10. Get them to read the context sentence and observe the pictures to identify the characters. Elicit pupils' answers to the health problem in each picture. Pre-teach the new vocabulary *should, shouldn't*. Write the new words on the board and get pupils to repeat each word a few times. Read the dialogues. Stop at times to check pupils' comprehension. Make sure that they understand the situation and the language.
- Play the recording twice: once for pupils to listen all the way through and once for them to repeat. Pause after each line for pupils to repeat a few times.
- Divide the class into two groups. Get each group to take turns to say the lines from Mai and Nam.



2. Point, ask and answer.

- Ask pupils to open their Student's Book on Page 10. Get them to read the texts and observe the pictures in this section. Then say: *We're going to practise expressing health problems and giving responses*. Then ask pupils to read the examples and elicit their prompts to complete the speech bubbles. Write the sentences on the board and get pupils to repeat each of them a few times. Pre-teach the new vocabulary in this section: *take a rest, use some eye drops, carry heavy things*. Get pupils to repeat each item a few times. Make sure pupils understand the language and the activity.

Notes:



- In this activity, means "should", means "shouldn't".
- Model the task with the whole class, using the example. Repeat the step a few times. Then call on some open pairs to continue with all the pictures in the same way.

- Pupils work in pairs to take turns to express health problems and give responses. Monitor the activity and offer help as necessary.
- Select a few pairs of pupils to perform the task in front of the class. Praise if the pair do well.



3. Read the passage and do the tasks.

Task a.

- Ask pupils to open their Student's Book on Page 11. Get them to observe the pictures and read the texts. Tell pupils the reading purpose: *You are going to observe the pictures and match them with the appropriate tips above.* Recall the familiar vocabulary and pre-teach the key words: *stay healthy, forget, keep, nail, regularly.* Write the new words on the board and get pupils to repeat each of them a few times. Point to each picture to elicit pupils' comments.

Notes:



- Play the recording or read the tips, pausing at times to check pupils' comprehension. Make sure that pupils understand the task: They should observe each picture and scan the tips quickly to find the appropriate tip to match with the picture.

- Pupils do Task a independently. Give them sufficient time to carry out the task. Move

around to monitor the activity and offer help as necessary.

- Have pupils check their answers in pairs. Then get some pupils to report their answers to the class. In case there is disagreement on any answer, ask pupils to reread the tip related to the picture.

Answers: a. 6 b. 1 c. 3 d. 5 e. 4 f. 2

Task b.

- Ask pupils to read the sentences in Task b carefully. Then get them to scan quickly the tips and compare the information they have read with that of the sentences in Task b before ticking.

Notes: 1. You should wash your hands before breakfast, lunch and dinner.

2. You should brush your teeth only once a day.

3. You should take a shower twice a week.

4. You should do morning exercise regularly.

5. You should eat healthy food.

- Pupils do Task b independently. Monitor the activity and offer help when necessary.
- Ask pupils to check their answers in pairs. Then get some pupils to report their answers to the class. In case there is disagreement on any answer, ask pupils to reread the tip related to the answer again.

Answers: 1. Yes 2. No 3. No 4. Yes 5. Yes



4. Write.

- Ask pupils to open their Student's Book on Page 12. Draw pupils' attention to the writing frames and get them to read the messages written by Linda and Mai. Tell them the writing purpose: *You are going to read the messages written by Linda and Mai and choose the appropriate words to complete messages that follow.*
- Set the time for pupils to do the task. Remind them not to copy exactly the sentences provided in the messages of Linda and Mai, and that they should write their draft before copying onto a clean sheet of paper for the classroom display.
- Pupils read and complete the messages independently. Monitor the activity and offer help as necessary.
- Call out some pupils to read their writing to the class.

The answers vary according to individual writing.



5. Fun time

Make a class survey. Then report orally.

Who Is the Healthiest in Our Class?

- Ask pupils to open their Student's Book on Page 12 and tell them that they are going to make a class survey to find out who is the healthiest in their class. Ask pupils to read the chart and check their comprehension. Give the meaning of the new vocabulary and make sure they understand the scoring way.
- How to play the game: Pupils work in pairs to take turns to ask and answer the questions in the chart and tick the appropriate column *Yes* or column *No*.
- Pupils count the points after finishing their ticking. The pupil who has the most points is the healthiest one in the class.

Summary

In this lesson, pupils have learnt:

- to express health problems and give responses, using *I have got (a sore throat).*
– *You should (see the doctor).* or – *You shouldn't (eat ice-cream).*; and
- to read tips for kids to stay healthy and write messages to ask for and give advice on a health problem.

Homelink

- Pupils write five tips that seem most useful for themselves to keep healthy for the class display in the next lesson.