*Week 26 Preparing date: ………………*

*Period 102 Teaching date: ………………….*

**Unit 15: Our health**

**Lesson 3 (4, 5, 6)**

**A. OBJECTIVES:**

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

**1. Knowledge:**

- read a poster and match the advice to three health problems

- write a report about health problems and some advice about them using a gapped paragraph

- carry out a survey on surrounding people’s health problems and give advice for them and present a report to the class.

- ***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 reading and writing tasks.

**3. Attitude/ Qualities:**

- Show ss how to take care of themselves and prevent common diseases.

- Show ss how to give advice about health problems.

**B. TEACHING AIDS:**

- *Teacher:* Teacher’s guide Pages 248, 249, 250; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Student’s book Page 35, notebooks, workbooks, school things.

**C. PROCEDURES:**

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| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **1.Warm- up and review: (5’)**  *Game:*  ***Musical cards***  *\*****Aims:*** *to* *revise the new words and structures from previous lessons.*  **\*Procedure:**  - Stick the cards on the board. Ask ss to say the words related to the cards (*toothache, sore throat, headache, stomach ache*).  - Hand out the cards to different ss around the class.  - Play the song and ask ss to pass the cards to the ss next to them while the music is playing.  - Stop the music suddenly. Invite a few ss to ask the questions “*What’s the matter?”.* Ask ss who are holding the card to answer the questions, *ex: I have a sore throat.*  - Play the music again and repeat the activity.  - Ask ss to check their friends’ pronunciation.  - Say “Open your book page 35” and look at *“Unit 15, Lesson 3 (4,5,6)”.*  **2.Practice: (8’)**  **Activity 1. Read and match:**  ***\*Aims:*** *Ss will be able**to* *read a poster and match the advice to three health problems* **\*Procedure:**  **-**  Set a time limit and ask ss to read through the poster to get a general idea of it.  - Ask ss to read the items in the columns *Health problem and Advice*.  - Tell ss to read the poster again to choose the correct answer.  - Let ss do the activity independently  - Have ss swap their books with a partner and check the answers.  - Ask a few ss to read their answers in front of the class.  *Key: 1. a, d; 2. c, e; 3. b*  **3.Production: (18’)**  **Activity 2.** **Let’s write**  ***\*Aims:*** *Ss will be able**to* *write a report about health problems and some advice about them using a gapped paragraph.*  **\*Procedure:**  - Ask ss to read the title *Giving advice* and sentences about Minh’s, Linda’s and Linh’s health problems.  - Give ss enough time to write their reports.  - Let ss work in pairs or groups for cross checks.  - Have some ss read their completed reports aloud. Give corrections and feedback where necessary.  *Key: Pupil’s answer*  *Ex:*  *Minh has a headache. He should have a rest. Linda has a toothache. She shouldn’t eat ice-cream too much. Linh has a sore throat. She should go to the doctor now.*  **Activity 3. Project.**  ***\*Aims:*** *Ss will be able to* *carry out a survey on surrounding people’s health problems and give advice for them and present a report to the class*  **\*Procedure:**    - Point at the sample survey and explain that ss are going to report the results of their surveys about their surrounding people’s health problems and advice they would like to give to them.  - Revise some words and sentence patterns that ss may use for their presentations. Give ss some time to practise their presentations by themselves and within groups.  - Select a few ss to give their presentations in front of the class. Give corrections and feedback where necessary.  **4. Fun corner and wrap- up (4’)**  **Game:**  **Whisper**  - Demonstrate the game by using an example.  - Divide the class into two groups.  - Have ss from each group stand or sit in a row.  - Whisper a sentence to the first ss in each row.  *Ex: Huong has a sore throat. / Hoang has a headache*  - Have the first student whisper the sentence to the second student. Have groups continue whispering the sentence until it reaches the last ss.  - The last student in the row has to say out the sentence.  - Click the number on the screen to show the answer.  - Give the first group saying the sentence correctly one point.  - The group with more points wins. Praise the winner. | - Ss listen  - Ss listen to the rules  -Ss play game  - Ss open their books  - Ss read through the poster to get a general idea of it.  - Ss read the items in the columns.  - Ss read the poster again to choose the correct answer.  - Ss do the activity independently  - Ss swap their books and check the answers.  - Ss read their answers in front of the class.  - Ss read the title  - Ss write their reports.  - Ss work in pairs or groups  - Ss read their completed reports aloud.  - Ss listen to the teacher’s explanation.  - Ss practise their presentations by themselves and within groups.  - Ss give their presentations in front of the class.  -Ss listen to the teacher  -Ss play the game  -Ss play the game |

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

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