*Week 25 Preparing date: …….……..*

 *Period 98 Teaching date: ……………….*

**Unit 15: Our health**

**Lesson 1 (4, 5, 6)**

**A. OBJECTIVES:**

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

**1. Knowledge:**

- listen to and understand four communicative contexts in which characters ask and answer questions about someone’s health problems, and number the picture in the order.

- complete the target sentence patterns about health problems with the help of picture cues.

- sing the song *What’s the matter?* with the correct pronunciation and melody.

- ***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 listening and reading tasks.

**3. Attitude/ Qualities:**

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

**B. TEACHING AIDS:**

- *Teacher:* Teacher’s guide Pages 240, 241, 242; audio Tracks 43, 44; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Student’s book Page 31, notebooks, workbooks, school things.

**C. PROCEDURES:**

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| **Teacher’s activities** | **Students’ activities** |
| **1.Warm- up and review: (5’)***Game:*  ***Yes or No****\*****Aims:*** *to* *revise the learned structures.***\*Procedure:**- Tell the class how to play the game. - Prepare Yes and No boards for ss.- Show a picture and a sentence on the board. Have ss look at the picture and the sentence. - Ask ss to raise the Yes board if the picture and sentence are matched.- Ask ss to raise the No board if the picture and sentence are not matched. Have ss say the correct sentence aloud.*Ex: (picture of a girl with headhache) - I have a headache.* The class raise the Yes board.*Ex: (picture of a boy with a sore throat) - I have a toothache.*The class raise the No board.- Give stickers to the fastest student with the correct answer. - Say “Open your book page 31” and look at *“Unit 15, Lesson 1 (4,5,6)”.***2.Practice: (25’)****Activity 1. Listen and number:*****\*Aims:*** *Ss will be able**to* *listen to and understand four communicative contexts in which characters ask and answer questions about someone’s health problems, and number the picture in the order.***\*Procedure:**- Have ss look at the picture and elicit the someone’s health problems in the pictures. *+* *How many pictures are there?**+ What health problems can you see in each picture?*- T ask Ss to guess the answers.+ T writes Ss’guessing on the board.- Listen to the tape:+ Play the recording + Play the recording again for pupils to do the task.+ Play the recording a third time for pupils to check their answers. - Get Ss to swap books with their partner, then check answers as a class. + Write the answers on the board for Ss to correct their answers. Then checks Ss’ guessing.- Have ss explain the answers. *Key:*  *a. 3, b. 1, c. 2, d .4***Activity 2.** **Read and complete.*****\*Aims:*** *Ss will be able**to* *complete the target sentence patterns about health problems with the help of picture cues.***\*Procedure:**- Get Ss to look at the pictures and identify the health problems that the characters have.- Have Ss look at the four incomplete exchanges and elicits the options- T models with sentence 1+ Have Ss circle the correct answer *(headache)*+ Have Ss look at the picture and identify the needed information (*I have a headache).* - Have Ss work in groups and complete the sentences 2, 3 and 4.- Get Ss to swap books with a partner and check their answers before checking as a class.-T gives feedbacks.*Key:**1. headache* *2. toothache* *3. the matter; sore throat**4. What’s ; have a stomach ache***Activity 3. Let’s sing*****\*Aims:*** *Ss will be able to* *sing the song What’s the matter? with the correct pronunciation and melody.***\*Procedure:**- Introduce the title and lyrics of the song: *What’s the matter?* - Play the recording for Ss to listen to the whole song.+ 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 of the song.- Play the recording line by line for Ss to listen, repeat - Play the recording for Ss to sing and do actions.- Ask Ss to practice singing and doing actions in pairs or groups.- Invite groups to the front of the classroom to perform the song -T gives feedback.**3. Fun corner and wrap- up (5’)****Game:**  **Pass the bag**- Explain that ss are going to look at the picture and say the sentence about health.- Put some flashcards (*toothache, headache, sore throat, stomach ache*) in a bag.- Have ss make two circles.- Ask ss to pass the bag around the circle while music plays.- When the music stops, ask the student holding the bag to take out a flashcard in the bag and say a sentence, *ex. I have a stomach ache.*- Praise ss to encourage their performance. | - Ss listen to the teacher’s instruction- Ss play the game- Continue playing the game.- Ss open their books-Look at the pictures and say:*+ Picture a:* *a boy with a sore throat* *+ Picture b:* *a boy with a stomach ache**+ Picture c:*  *a boy with a headache**+ Picture d:* *a boy with toothache* -Ss guess the answers- Ss listen to the tape - Ss listen again and do the task. - Ss listen and check their answers - Ss swap books with their partner, then check answers as a class -Ss check the guessing-Ss explain the answers-Ss look at the picture and say-Ss look at the exchanged and pay attention-Ss look and say the correct answer-Ss listen and pay attention-Ss complete the sentences -Ss swap books with a partner and check their answers before checking as a class.-Ss listen- Ss listen and pay attention-Ss listen to the song- Ss listen and repeat line by line without the action.-Ss listen to melody of the song- Ss listen and sing line by line.- Ss sing and do actions.+ Ss work in groups (two groups) to sing. -Ss perform in front of the class.-Ss listen- Ss listen-Ss listen and play the game-Ss praise the winner. |

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

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