*Week 25 Preparing date: March 1st ,2025*

*Period 97 Teaching date: March 3rd , 2025*

**Unit 15: Our health**

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

**A. OBJECTIVES:**

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

**1. Knowledge:**

- understand and correctly repeat the sentences in two communicative contexts focused on asking and answering questions about someone’s health.

- correctly use the words and phrases toothache, headache, sore throat and stomach ache and the sentence patterns *What’s the matter? - I have \_\_\_\_\_.* to ask and answer questions about someone’s health.

- correctly use the words for health problems in Act 2 and sentence patterns *What’s the matter? and I have \_\_\_\_\_.* to ask and answer questions about someone’s health in a freer context.

- ***Vocabulary:*** toothache, headache, sore throat and stomach ache

- ***Structures***: *A: What’s the matter?*

*B: I have a headache.*

- ***Skills***: speaking and listening

**2. Competences:**

- Critical thinking and creativity: learn how to ask and answer questions about someone’s health correctly and fluently.

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

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

**3. Attitude/ Qualities:**

- Raise their knowledge of health.

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

**B. TEACHING AIDS:**

- *Teacher:* Teacher’s guide Pages 237, 238, 239, audio Tracks 41, 42, website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Students’ book Page 30, notebooks, workbooks, school things.

**C. PROCEDURES:**

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| **Stages/**  **Time** | **Teacher’s activities** | **Students’ activities** |
| **1.Warm- up and review: (3’)**  **2. Presentation (15’)**  **3.Practice: (7’)**  **4. Production: (6’)**  **5. Fun corner and wrap- up (4’)** | *Sing a song:* ***Head, shoulders, knees and toes***  *\*****Aims:*** *to create a friendly and active atmosphere in the class to beginning the lesson.*  **\*Procedure:**  - Show the video on the screen.  <https://www.youtube.com/watch?v=WX8HmogNyCY>  - Ask Ss to listen, sing and dance the song.  - Say “Open your book page 30” and look at “*Unit 15, Lesson 1 (1,2,3)”.*  **Activity 1. Vocabulary.**  ***\*Aims:*** *Ss will be able**to know the vocabulary in the new lesson.*  **\*Procedure:**  -T elicits the new words  *+*  *toothache: đau răng (mime)*  *+*  *headache: đau đầu (mime*  *+*  *sore throat: đau họng (mime)*  *+* *stomach ache: đau dạ dày (mime)*  *+ matter: vấn đề (translation)*  *+ feel: cảm thấy (translation)*  - T models *(3 times).*    - T writes the words on the board.  - *Checking: Rub out and remember*  **Activity 2. Look, listen and repeat:**  ***\*Aims:*** *Ss will be able**to* *understand and correctly repeat the sentences in two communicative contexts focused on asking and answering questions about someone’s health.*  **\*Procedure:**  - Have Ss look at *Pictures a and b* and identify the characters and other details.  *+ Who are they?*  *+ Where are they?*  *+ What are they talking about?*    - Play the audio twice (sentence by sentence). Correct their pronunciation where necessary.  - Have Ss to practice the dialogue  - T invites a few pairs to the front of the class to practice.  - T checks pronunciation for ss.  **Activity 3**  **Listen, point and say.**  ***\*Aims:*** *Ss will be able**to correctly use the words and phrases toothache, headache, sore throat and stomach ache and the sentence patterns What’s the matter? - I have \_\_\_\_\_. to ask and answer questions about someone’s health.*  **\*Procedure:**  **\* *Structures:***  - T asks Ss look at *picture b* in activity 1 and helps Ss know the structure from the dialogue.  - T introduces new structures for Ss.  - T explains, models and gives meaning.  - Have Ss repeat the model sentences.  *A: What’s the matter?*  *B: I have a headache.*  ***\*Drill pictures***  - Have Ss look at the picture and elicit    - Have Ss point at pictures, listen and run through all the pictures.  - Have Ss point at the bubbles, listen and run through model sentences.  - Have Ss to practise:  + T asks the first picture, Ss answer  + Ss asks the second picture, T answers  + Group A asks the third picture, group B  answers  + Group B asks the last picture, group A  - Ask Ss to work in pairs to practise asking and answering the question *What’s the matter? - I have \_\_\_\_\_.*  - T controls and corrects.  - Invite a few pairs to point at the pictures and say the questions and answers in front of the class.  **Activity 4. Let’s talk.**  ***\*Aims:*** *Ss will be able to* *correctly use the words for health problems in Act 2 and sentence patterns What’s the matter? and I have \_\_\_\_\_. to ask and answer questions about someone’s health in a freer context.*  **\*Procedure:**  - Have ss look at the picture and ask them the health problems that the characters may have.    - Elicit the answer in the speech bubble and write it on the board. Get Ss to say the completed sentences.  - Have Ss role-play to practise asking the questions and giving their answers in pairs, using the structures *What’s the matter? and I have \_\_\_\_\_.*  - Invite a few pairs to point at the pictures and ask and answer questions.  Game: **Board race**  - Explain how to play the game. Give an example.  - Divide the class into two groups.  - Stick the flashcards (*toothache, headache, sore throat, stomach ache*) on the board.  - Say the word twice so that the ss can hear.  - Say “Run” and then the student from each group has to run quickly to find and choose the flashcard the teacher said. Ask the student with the correct flashcard to say the word.  - The group with the most flashcards at the end is the winner. Praise the winner. | - Sing and dance the song together.  - Ss listen and open their books  -Ss listen and answer  - - Ss listen and repeat  +Choral repetition  *(3 times).*  + Individual repetition  *(3 ss)*  - Ss take note  - Ss look, remember and write  -Look at the pictures and say  +In picture a:  Lucy’s mother: *Are you OK, Lucy?*  Lucy: *I don’t feel well.*  + In picture b:  Lucy’s mother: *What’s the matter?*  Lucy: *Ouch! I have a headache.*  -Ss listen and repeat in chorus *(twice)*  -Ss work in pairs to practice  -Ss come to the front of the classroom to practice.  -Ss listen  - Ss look at the picture and answer.    -Ss listen  -Ss listen and repeat  -Ss repeat to the structures  - Ss look, listen and repeat  *+Picture a:*  *a boy with toothache*  *+ Picture b:*  *a girl with a headache*  *+ Picture c:*  *a boy with a sore throat*  *+ Picture d:* *a girl with a stomach ache*  -Ss point at pictures, listen and repeat  -Ss point at the bubbles, listen and repeat  -Ss practice in chorus  -Ss practice in chorus  -Ss work in pairs to practise asking and answering the question  - Pairs of Ss point at the pictures and say in front of the class  -Ss look at the picture and answer  *+* *A clinic at a primary school where some pupils are waiting to have their health problems checked by the doctor.*  - Ss say the completed sentences.  -Ss work in pairs to ask and answer  -Ss perform in front of the class.  - Ss listen  -Ss listen and play the game  -Ss praise the winner. |

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

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***\* Start preparing for the Project:*** *Ask pupils to prepare for the project on page 35 by doing a survey about the health problems that their surrounding people have and giving some advice to them. Ask pupils to do the survey while they learn Unit 15 so that they can present a report during Project time.*