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

*Period 98 Teaching date: March 3rd , 2025*

**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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| **Stages/**  **Time** | **Teacher’s activities** | **Students’ activities** |
| **1.Warm- up and review: (5’)**  **2.Practice: (25’)**  **3. Fun corner and wrap- up (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)”.*  **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.  **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 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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