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

*Period 100 Teaching date: March 3rd , 2025*

**Unit 15: Our health**

**Lesson 2 (4, 5, 6)**

**A. OBJECTIVES:**

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

**1. Knowledge:**

- listen to and understand the communicative contexts in which characters talk about health problems in the correct pictures.

- complete the target sentence patterns in two conversations about health problems and advice for them with the help of picture cues.

- role-play by asking and giving advice about health problems

- ***Vocabulary:*** Review

- ***Skills***: speaking, listening, reading and writing.

**2. Competences:**

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

**3. Attitude/ Qualities:**

- Show pupils how to give advice about health problems.

**B. TEACHING AIDS:**

- *Teacher:* Teacher’s guide Pages 245, 246; audio Tracks 47; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Student’s book Page 33, 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’)** | *Play a game:*  ***Quiz Time***  *\*****Aims:*** *to* *revise the sentence structure*  **\*Procedure:**  - Place some gapped sentences and pictures.  - Have ss play the game individually.  - Show a gapped sentence, a picture and three options A, B or C.  *Ex: picture of “headache”/ You should \_\_\_\_. - Thanks for your advice.*  *A. play football B. take a rest C. watch TV*  - Invite a student to give the answer.  - Continue with other sentences.  - Say “Open your book page 33” and look at *“Unit 15, Lesson 2 (4,5,6)”.*  **Activity 1. Listen and tick:**  ***\*Aims:*** *Ss will be able**to* *listen to and understand the communicative contexts in which characters talk about health problems in the correct pictures*  **\*Procedure:**  - Have ss look at the pictures and ask  *+ What health problems can you see in each picture?*  *+ What advice 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 and get Ss to swap books with their partners.  + Play the recording again to check answers together as a class.  + Write the answers on the board for Ss to correct their answers. Then checks Ss’ guessing.  - Play the recording, sentence by sentence, for the class to listen and repeat in chorus.  *Key: 1.a 2. b*  **Activity 2.** **Read and complete**  ***\*Aims:*** *Ss will be able**to* *complete the target sentence patterns in two conversations about health problems and advice for them with the help of picture cues.*  **\*Procedure:**  - Ask Ss to look at the pictures and identify the health problems that the characters have  - Have Ss look at the 2 incomplete exchanges and elicits the missing words in the sentences.  - T models with the first sentence  + Ask Ss what is missing in the sentence *(the matter).*  + Have Ss look at the picture and identify the needed information *(What’s the matter?)*  - Have Ss work in pairs and complete  - Get Ss to swap books with a partner and check their answers before checking as a class.  *Key:*  *1. the matter; a headache; some medicine*  *2. toothache; should go to the dentist*  **Activity 3. Let’s play.**  ***\*Aims:*** *Ss will be able to role-play by asking and giving advice about health problems*  **\*Procedure:**    - Tell ss to role- play in pairs as a doctor and a patient within 3 minutes. Encourage them to ask and give advice about health problems.  - When the time is up, ask 3 pairs to perform their roles in front of the class. Ask the class to vote for the best performance.  - Reward the pair with the most votes.    **Game:**  **Pass the balls**  - Give two different colored balls to two pupils, a red ball (ask the question) and a yellow ball (answer the question).  - Ask ss to listen to music and pass the balls.  - Stop music suddenly.  - Have the student with a red ball make a question. Have the student with a yellow ball answer the question.  - Praise ss if they do the activity well. | - Ss pay attention.  -Ss play the game  - Ss congratulate to the winner  - Ss open their books  - Look at the pictures and say:  *1. a. Nam with a headache and Nam having a rest in a bed*  *1.b. Nam with a headache and Nam watching TV*  *1.c. Nam with toothache and Nam having a rest in a bed*  *2. a. Lucy with toothache and Lucy taking some medicine*  *2.b. Lucy with toothache and Lucy having her teeth checked by the dentist*  *2.c. Lucy with a headache and Lucy taking some medicine*  -Ss guess the answers  - Ss listen to the tape  - Ss listen again, tick and swap books with their partners.  - Ss check their answers and guessing  - Ss answer and check  -Ss listen and repeat.  -Ss look at the picture and say  -Ss follow the teacher.  -Ss read and answer  -Ss work in pairs and fill in the gaps  - Ss swap books and check  -Ss listen and pay attention  - Ss ask and give advice about health problems  - Ss perform their roles  -Ss listen to the teacher  -Ss play the game  *Ex:*  *A: You should take a rest.*  *B: Thanks for your advice.*  -Ss congratulate |

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

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