

Week: 25
Period: 97

Planning date: 01/03/ 2025
Teaching date: 02- 07/03/ 2025.

UNIT 15: OUR HEALTH
Lesson 1 - Period 1

I. OBJECTIVES

By the end of this lesson, pupils will be able to:

1. Knowledge and skills

- understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about someone's health problem;
- correctly say the words and use *What's the matter? – I have a ____.* to ask and answer questions about common health problems;
- use *What's the matter? – I have a ____.* in a freer context;
- use the words *toothache, headache, sore throat* and *stomach ache* in relation to the topic "Our health".

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 & independent learning: perform pronunciation and speaking tasks.

3. Attributes

- Raise their knowledge of health.
- Show pupils how to take care of themselves and prevent common diseases.

II. MATERIALS

- Pupil's book: Page 30
- Audio tracks 41, 42
- Teacher's guide: Pages 237, 238, 239
- Website *hoclieu.vn*
- Flashcards/ pictures and posters (Unit 15)
- Computer, projector, ...

III. PROCEDURES

1. WARM-UP & REVIEW (5 minutes)

a. Objectives

- To revise Unit 14 by asking the class to present the project from Lesson 3.

b. Content

- Project Presentation

c. Expected outcomes

- Pupils can present their healthy lifestyle in class fluently.

d. Organisation

TEACHER'S ACTIVITIES	PUPILS' ACTIVITIES	CONTENT
Project Presentation		
<ul style="list-style-type: none"> - Tell pupils they are going to present their healthy lifestyle in class. - Have pupils work in groups to practise their presentation. Go around the classroom and offer help where necessary. - Invite a few pupils to show their healthy habits and present in front of the class. - Praise good performances. 	<ul style="list-style-type: none"> - Pupils listen to the teacher's explanation. - Pupils work in groups to practise their presentation. - Pupils show their healthy habits in front of the class. 	<p>A pupil's healthy lifestyle and a speech bubble: <i>This is my healthy lifestyle. I eat a lot of fruit. _____.</i></p>

e. Assessment

- Performance products: Pupils' performance and pronunciation
- Assessment tools: Observation; Questions & Answers

2. ACTIVITY 1: EXPLORATION (5 minutes)

a. Objectives

- To understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about someone's health problem.

b. Content

- Activity 1. Look, listen and repeat.

c. Expected outcomes

- Pupils can understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about someone's health problem.

d. Organisation

TEACHER'S ACTIVITIES	PUPILS' ACTIVITIES	CONTENT
Activity 1. Look, listen and repeat. (Track 41)		
<p>Step 1: Ask pupils to look at Pictures a and b, and identify the characters and any other details they can describe.</p> <p>Step 2: Ask pupils to look at Picture a. Play the recording of the first dialogue several</p>	<ul style="list-style-type: none"> - Pupils look at Pictures a and b, identify the characters and any other details. - Pupils look at the Picture a. Pupils listen to the recording of the 	<ul style="list-style-type: none"> - Context a: Lucy lying in her bed. Her mother sitting next to her. Lucy's mother: <i>Are you OK, Lucy?</i> Lucy: <i>I don't feel well.</i> - Context b: Lucy's

<p>times for them to listen.</p> <p>Step 3: Play the recording again, sentence by sentence, for pupils to listen and repeat, individually and in chorus. Correct their pronunciation where necessary. Repeat the same procedure with Picture b and the second dialogue.</p> <p>Step 4: Invite a few pairs to the front of the classroom to listen to and repeat the sentences in the recording. Check their pronunciation, and give feedback where necessary.</p> <p>Step 5: Draw pupils' attention to the question <i>What's the matter?</i> and the answer <i>I have a headache</i>. Explain that they are a question and an answer about someone's health problem.</p>	<p>first dialogue several times.</p> <p>- Pupils listen to the recording again, sentence by sentence and repeat individually and in chorus.</p> <p>- A few pairs come to the front of the class to listen and repeat the sentences in the recording.</p> <p>- Pupils look at the question and the answer. Pupils listen to the teacher's explanation.</p>	<p>mother asks Lucy about her health</p> <p>Lucy's mother: <i>What's the matter?</i></p> <p>Lucy: <i>Ouch! I have a headache.</i></p>
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e. Assessment

- Performance products: Pupils' answers and pronunciation
- Assessment tools: Observation; Questions & Answers

3. ACTIVITY 2: KNOWLEDGE CONSTRUCTION (10 minutes)

a. Objectives

- To correctly say the words and use *What's the matter? – I have a _____*. to ask and answer questions about common health problems.

b. Content

- Activity 2. Listen, point and say.

c. Expected outcomes

- Pupils can correctly say the words and use *What's the matter? – I have a _____*. to ask and answer questions about common health problems.

d. Organisation

TEACHER'S ACTIVITIES	PUPILS' ACTIVITIES	CONTENT
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Activity 2. Listen, point and say. (Track 42)

Step 1: Have pupils point at Picture **a**, listen to the first part of the recording and repeat the word *toothache*. Repeat the same procedure with Pictures **b**, **c** and **d**. Have the class repeat the words a few times.

Step 2: Point at the question pattern *What's the matter?* Read it aloud and have pupils repeat it several times. Repeat the same procedure with the answer pattern *I have a ____*.

Step 3: Point at Picture **a** and have pupils listen to the next part of the recording and repeat *What's the matter? – I have a toothache*. Repeat the same procedure with Pictures **b**, **c** and **d**.

Step 4: Divide the class into two groups to take turns repeating the question and the answer in Picture **a** until they feel confident. Repeat the same procedure with Pictures **b**, **c** and **d**.

Step 5: Put pupils in pairs and have them practise asking and answering questions using the pictures. Invite a few pairs to point at the pictures and say the questions and answers in front of the class. Give feedback where necessary.

- Pupils point at Picture **a**, listen to the first part of the recording and repeat the word *toothache*. Pupils follow the teacher's instructions with Pictures **b**, **c** and **d**.

Pupils repeat the words a few times.

- Pupils follow the teacher's instructions.

- Pupils point at Picture **a** and listen to the next part of the recording and repeat. Pupils follow the teacher's instructions.

- Pupils work in two groups to take turns repeating the question and the answer in Picture **a**. Pupils follow the teacher's instructions with Pictures **b**, **c** and **d**.

- Pupils work in pairs and practise asking and answering questions using the pictures. A few pairs point at the pictures and say the questions and answers in front of the class.

- Picture and word cues:

a. a boy with a toothache, and the word *toothache*

b. a girl with a headache, and the word *headache*

c. a boy with a sore throat, and the words *sore throat*

d. a girl with a stomach ache, and the words *stomach ache*

- Speech bubbles:
What's the matter?
I have a ____.

Audio script:

a. toothache

b. headache

c. sore throat

d. stomach ache

a.

A: What's the matter?

B: I have a toothache.

b.

A: What's the matter?

B: I have a headache.

c.

A: What's the matter?

B: I have a sore throat.

d.

A: What's the matter?

B: I have a stomach ache.

e. Assessment

- Performance products: Pupils’ talks and interaction
- Assessment tools: Observation; Questions & Answers

4. ACTIVITY 3: PRACTICE (8 minutes)

a. Objectives

- To use *What’s the matter? – I have a ____.* in a freer context.

b. Content

- Activity 3. Let’s talk.

c. Expected outcomes

- Pupils can use *What’s the matter? – I have a ____.* in a freer context.

d. Organisation

TEACHER’S ACTIVITIES	PUPILS’ ACTIVITIES	CONTENT
Activity 3. Let’s talk.		
<p>Step 1: Draw pupils’ attention to the phrase <i>Phòng Y tế (School Clinic)</i> to guess the context of the picture. Ask them about the common health problems that the characters may have.</p> <p>Step 2: Read the question in the speech bubble aloud and ask pupils to repeat it. Ask pupils to look at the second bubble and guess what the answer should start with (<i>I have a ____</i>).</p> <p>Step 3: Have some pairs role-play by asking and answering questions about the health problems in the picture. Go around the classroom to observe and provide help.</p> <p>Step 4: Invite some pairs to role-play as a doctor and a pupil to ask and answer questions about common health problems in front of</p>	<ul style="list-style-type: none"> - Pupils look at the phrase <i>Phòng Y tế (School Clinic)</i> to guess the context of the picture. Pupils answer the health problems that the characters may have. - Pupils repeat the question in the speech bubble. Pupils look at the second bubble and guess what the answer should be. - Pupils work in pairs to role-play by asking and answering questions about the health problems in the picture. - Some pairs role-play as a doctor and a pupil to ask and answer questions about health 	<ul style="list-style-type: none"> - Picture cue: a clinic at a primary school where some pupils are waiting for the doctor - Speech bubbles: <i>What’s the matter? ____.</i> Suggested answers: <i>What the matter? – I have a stomach ache / a headache / a toothache / a sore throat / backache.</i>

<p>the class. Give corrections and feedback where necessary.</p> <p>Extension: Encourage pupils to brainstorm some other common health problems, then talk with each other using the sentence pattern they have learned in this lesson.</p>	<p>problems in front of the class. Then, pupils talk about the other health problems that they know.</p>	
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e. Assessment

- Performance products: Pupil's interaction and performance
- Assessment tools: Observation; Questions & Answers

5. FUN CORNER AND WRAP-UP (7 minutes)

* **Start preparing for the project:** Ask pupils to prepare for the project on page 35 by doing a survey about common health problems that people have and creating some advice for them. Ask pupils to do the survey while they study Unit 15 so that they can present their survey results and their advice on a poster at Project time. Pupils could also include some information about the people they surveyed and the reasons why they have those common health problems.

* Option 1: Game: Yes or No (ppt)

- Tell the class how to play the game. Ask pupils to play the game individually.
 - Prepare Yes and No boards for pupils.
 - Show a picture and a sentence on the board. Have pupils look at the picture and the sentence.
 - Ask pupils to raise the Yes board if the picture and sentence are matched.
 - Ask pupils to raise the No board if the picture and sentence are not matched.
- Have pupils say the correct sentence aloud.

E.g. (picture of a boy with a toothache) - *I have a toothache.*

The class raises the Yes board.

E.g. (picture of a girl with a sore throat) - *I have a stomach ache.*

The class raises the No board.

- Give stickers to the fastest pupil with the correct answer.

* Option 2: 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 pupils can hear.

- Say “Run” and then the pupil from each group has to run quickly to find and choose the flashcard the teacher said. Ask the pupil with the correct flashcard to say the word.
- The group with the most flashcards at the end is the winner. Praise the winner.

Week: 25
Period: 98

Planning date: 01/03/ 2025
Teaching date: 02- 07/03/ 2025.

UNIT 15: OUR HEALTH
Lesson 1 - Period 2

I. OBJECTIVES

By the end of this lesson, pupils will be able to:

1. Knowledge and skills

- listen to and understand four communicative contexts in which characters ask and answer questions about people's health problems, and number the pictures;
- complete four gapped exchanges with the help of picture cues;
- sing the song *What's the matter?* with the correct pronunciation, rhythm and melody.

2. Competences

- Communication and collaboration: work in pairs and groups to complete the learning tasks.
- Self-control & independent learning: perform listening and reading tasks.

3. Attributes

- Raise their knowledge of health.
- Show pupils how to take care of themselves and prevent common diseases.

II. MATERIALS

- Pupil's book: Page 31
- Audio tracks 43, 44
- Teacher's guide: Pages 240, 241, 242
- Website *hoclieu.vn*
- Flashcards/ pictures and posters (Unit 15)
- Computer, projector, ...

III. PROCEDURES

1. WARM-UP & REVIEW (5 minutes)

a. Objectives

- To revise the vocabulary about some common diseases.

b. Content

- Game: Matching pairs

c. Expected outcomes

- Pupils can remember and say the vocabulary about some common diseases correctly.

d. Organisation

TEACHER'S ACTIVITIES	PUPILS' ACTIVITIES	CONTENT
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Game: Matching pairs		
<ul style="list-style-type: none"> - Tell pupils that they are going to find the pairs of pictures and words as quickly as possible. - Divide the class into two groups. - Stick the picture cards face down in the left column and the word cards face down in the right column on the board. - Invite one pupil from each group to play the game by selecting a picture card and a word card. If two cards are a matching pair, ask the pupil to say the word aloud and he/she will get one point for his/her group. If the cards do not make a match, ask the pupil to turn them face down again and invite another pupil from another group to take the next turn. - Let pupils play the game until all pairs have been matched. - The group with more points wins the game. 	<ul style="list-style-type: none"> - Pupils listen to the teacher's explanation. - Pupils work in two groups. - Pupils look at the picture cards and word cards on the board. - Pupils play the game. - Pupils praise the winner. 	<p>Pictures cards (<i>headache, toothache, sore throat, stomach ache</i>)</p> <p>Word cards (<i>headache, toothache, sore throat, stomach ache</i>)</p>

e. Assessment

- Performance products: Pupils' performance and pronunciation
- Assessment tools: Observation; Questions & Answers

2. ACTIVITY 1: PRACTICE (5 minutes)

a. Objectives

- To listen to and understand four communicative contexts in which characters ask and answer questions about people's health problems, and number the pictures.

b. Content

- Activity 4. Listen and number.

c. Expected outcomes

- Pupils can understand four communicative contexts in which characters ask and answer questions about people's health problems, and number the pictures.

d. Organisation

TEACHER'S ACTIVITIES	PUPILS' ACTIVITIES	CONTENT
Activity 4. Listen and number. (Track 43)		
<p>Step 1: Have pupils look at Activity 4. Ask them <i>How many pictures are there?</i> and <i>What health problems can you see in each picture?</i> Give pupils prompts for their guesses, such as <i>The boy has a pain in his head. The boy has a pain in his stomach.</i> Encourage pupils to say, for example, <i>The boy has a pain in his head. He has a headache. The boy has a pain in his stomach. He has a stomach ache.</i> Explain that they will write numbers 1 – 4 in the boxes of the pictures in the order that they hear them.</p> <p>Step 2: Play the recording of the first dialogue. Ask pupils to find the correct picture and write number 1 in the box. Check their answers and give feedback.</p> <p>Step 3: Play the other recordings. Ask pupils to work independently, then have them swap books to check answers. Go around the classroom and give support if necessary.</p> <p>Step 4: Check the answers as a class. Correct the answers, if necessary.</p>	<p>- Pupils look at Activity 4. Pupils listen to the teacher's explanation and answer the questions.</p> <p>- Pupils listen to the recording of the first dialogue. Pupils find the correct picture and write number 1 in the box.</p> <p>- Pupils listen to the other recording. Pupils work individually, then work in pairs for their peer-checks.</p> <p>- Pupils check the answers as a class.</p>	<p>Picture cues:</p> <p>a. a boy with a sore throat</p> <p>b. a boy with a stomach ache</p> <p>c. a boy with a headache</p> <p>d. a boy with a toothache</p> <p>Audio script:</p> <p>1. A: You look tired today. What's the matter? B: I have a stomach ache.</p> <p>2. A: You don't look well today. What's the matter? B: I have a headache.</p> <p>3. A: You're very quiet today. What's the matter? B: I have a sore throat.</p> <p>4. A: You're eating slowly. What's the matter? B: I have a toothache.</p> <p>* Key: 1. b, 2. c, 3. a, 4. d</p>

e. Assessment

- Performance products: Pupils' answers
- Assessment tools: Observation; Answer keys; Peer correction

3. ACTIVITY 2: PRACTICE (10 minutes)

a. Objectives

- To complete four gapped exchanges with the help of picture cues.

b. Content

- Activity 5. Read and complete.

c. Expected outcomes

- Pupils can complete four gapped exchanges with the help of picture cues.

d. Organisation

TEACHER'S ACTIVITIES	PUPILS' ACTIVITIES	CONTENT
Activity 5. Read and complete.		
<p>Step 1: Ask pupils to look at the pictures and identify the health problems that the characters have.</p> <p>Step 2: Have pupils read the complete sentence in Question 1. Ask them what type of word is missing in the second sentence (a health problem). Ask them to complete the gap using the information in the picture (a girl having a headache). Give the correct answer.</p> <p>Step 3: Ask pupils to do the other questions independently, and then to check answers in pairs. Go around and give support if necessary. Ask questions to have pupils explain their answers. For example, for</p>	<ul style="list-style-type: none">- Pupils look at the pictures and identify the health problems that the characters have.- Pupils read the complete sentence in Question 1. Pupils answer what is missing in the second sentence. Pupils complete the gap by finding the information from the picture.- Pupils do the other questions in the same way individually, then in pairs for their peer-checks.- Two pupils and two pairs read the sentences aloud.	<ul style="list-style-type: none">- Four picture cues- Four gapped exchanges to complete <p>Key:</p> <ol style="list-style-type: none">1. <i>headache</i>2. <i>toothache</i>3. <i>the matter; sore throat</i>4. <i>matter; have a stomach ache</i>

<p>Question 1, ask “<i>How do you know the answer is “headache”?</i> – <i>Because she’s holding her head and she’s tired.</i></p> <p>Step 4: Ask two pupils and two pairs to read the sentences aloud. Give feedback and corrections if necessary.</p>		
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e. Assessment

- Performance products: Pupils’ answers
- Assessment tools: Observation; Answer keys

4. ACTIVITY 3: PRACTICE (8 minutes)

a. Objectives

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

b. Content

- Activity 6. Let’s sing.

c. Expected outcomes

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

d. Organisation

TEACHER’S ACTIVITIES	PUPILS’ ACTIVITIES	CONTENT
Activity 6. Let’s sing. (Track 44)		
<p>Step 1: Have pupils read the lyrics to familiarise themselves with the language. Check comprehension and give feedback.</p> <p>Step 2: Have pupils listen to the entire song, drawing their attention to the pronunciation, rhythm and melody.</p> <p>Step 3: Play the recording of the song once or twice for pupils to listen to and</p>	<ul style="list-style-type: none"> - Pupils read the lyrics to familiarise themselves with the language. - Pupils listen to the entire song. - Pupils listen to the song once or twice and practise singing it, line after line. 	<p>The lyrics and the recording of the song <i>What’s the matter?</i></p>

<p>practise singing it, line by line.</p> <p>Step 4: When pupils feel confident and are familiar with the melody, ask them to sing the entire song while clapping their hands.</p> <p>Step 5: Invite a few groups to the front of the class to sing the song. The rest of the class may sing along to reinforce the activity.</p>	<ul style="list-style-type: none"> - Pupils sing the entire song while clapping their hands. - A few groups come to the front of the class to sing the song. Pupils may sing along to reinforce the activity. 	
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e. Assessment

- Performance products: Pupil’s interaction and performance
- Assessment tools: Observation; Questions & Answers

5. FUN CORNER AND WRAP-UP (7 minutes)

*** Option 1: Game: Lucky gift boxes (ppt)**

- Tell pupils they are going to look at the pictures and ask and answer about health problems.
- Prepare pictures of common diseases (*toothache, headache, sore throat, stomach ache*) and gift boxes.
- Have the class play the game in pairs.
- Each pair chooses a gift box they like, then asks and answers questions about health problems.

E.g. Pupil A: *What’s the matter?*

Pupil B: *I have a toothache.*

- If they ask and answer correctly, they will get gifts from the gift boxes.
- Continue with other pairs.

*** Option 2: Game: Pass the bag**

- Explain that pupils are going to look at the pictures and say the sentence about health problems.
- Put some flash cards (*toothache, headache, sore throat, stomach ache*) in a bag.
- Have pupils make two circles.
- Ask pupils to pass the bag around the circle while music plays.
- When the music stops, ask the pupil holding the bag to take out a flash card in the bag and say a sentence, e.g. *I have a stomach ache.*
- Praise pupils to encourage their performance.

Week: 25
Period: 99

Planning date: 01/03/ 2025
Teaching date: 02- 07/03/ 2025.

UNIT 15: OUR HEALTH
Lesson 2 - Period 3

I. OBJECTIVES

By the end of this lesson, pupils will be able to:

1. Knowledge and skills

- understand and correctly repeat the sentences in two communicative contexts focusing on giving and responding to advice about common health problems;
- correctly say the phrases and use *You should _____*. – *Thanks for your advice*. to give and respond to advice about common health problems;
- use *What's the matter?* – *I have a _____*. and *You should _____*. – *Thanks for your advice*. in a freer context;
- use the phrases *go to the dentist*, *have a rest*, *drink warm water* and *take some medicine* in relation to the topic "Our health".

2. Competences

- Critical thinking and creativity: learn how to give and respond to advice about common health problems correctly and fluently.
- Communication and collaboration: work in pairs and groups to complete the learning tasks.
- Self-control & independent learning: perform pronunciation and speaking tasks.

3. Attributes

- Raise their knowledge of health.
- Show pupils how to give advice about health problems.

II. MATERIALS

- Pupil's book: Page 32
- Audio tracks 45, 46
- Teacher's guide: Pages 242, 243, 244, 245
- Website *hoclieu.vn*
- Flashcards/ pictures and posters (Unit 15)
- Computer, projector, ...

III. PROCEDURES

1. WARM-UP & REVIEW (5 minutes)

a. Objectives

- To motivate the class by completing and singing the song "*What's the matter?*".

b. Content

- Karaoke Show

c. Expected outcomes

- Pupils can complete and sing the song correctly.

d. Organisation

TEACHER'S ACTIVITIES	PUPILS' ACTIVITIES	CONTENT
Karaoke Show		
<ul style="list-style-type: none"> - Tell pupils they are going to listen to the song and fill in the gaps in the lyrics and sing it with correct pronunciation, rhythm, and melody. - Have pupils listen to the song and fill in the gaps. Play the recording of the gapped sentences twice for pupils to fill in. Then check the answers as the class. - Play the recording again and have pupils sing the whole song while clapping their hands. - Invite a few groups to the front of the class to sing the song. The class may sing along and clap to reinforce the activity. 	<ul style="list-style-type: none"> - Pupils listen to the teacher's explanation. - Pupils listen to the song and fill in the gaps. Check the answers as the class. - Pupils listen to the recording again and sing the whole song while clapping their hands. - Pupils come to the front of the class to sing the song. The class may sing along and clap to reinforce the activity. 	<p>The lyrics and the recording of the song <i>What's the matter?</i> Let's go out and play. I'm sorry. I can't. Why? What's the (1) _____? I'm not very well. I have a (2) _____.</p> <p>Let's play and (3) _____. I'm sorry. I can't. Why? What's the matter? I don't feel well. I have a (4) _____.</p> <p>Key: 1. <i>matter</i>, 2. <i>headache</i>, 3. <i>sing</i>, 4. <i>sore throat</i></p>

e. Assessment

- Performance products: Pupils' answers
- Assessment tools: Observation; Questions & Answers

2. ACTIVITY 1: EXPLORATION (5 minutes)

a. Objectives

- To understand and correctly repeat the sentences in two communicative contexts focusing on giving and responding to advice about common health problems.

b. Content

- Activity 1. Look, listen and repeat.

c. Expected outcomes

- Pupils can understand and correctly repeat the sentences in two communicative contexts focusing on giving and responding to advice about common health problems.

d. Organisation

TEACHER'S ACTIVITIES	PUPILS' ACTIVITIES	CONTENT
Activity 1. Look, listen and repeat. (Track 45)		
<p>Step 1: Ask pupils to look at Pictures a and b, and identify the characters. Have them say what they can see in the thought bubble in Picture B (Nam at the dentist's).</p> <p>Step 2: Ask pupils to look at Picture a. Play the recording of the first dialogue several times for the pupils to listen.</p> <p>Step 3: Play the recording again, sentence by sentence, for pupils to listen and repeat, individually and in chorus. Correct their pronunciation where necessary. Repeat the same procedure with Picture b.</p> <p>Step 4: Invite a few pairs to the front of the classroom to listen to and repeat the sentences in the recording. Give feedback where necessary.</p> <p>Step 5: Draw pupils' attention to the advice <i>You should go to the dentist.</i> and the response <i>Thanks for your advice.</i> Tell pupils that the first sentence is a way to give advice about a common health problem and the second sentence is a response</p>	<p>- Pupils look at Pictures a and b and identify the characters. Pupils say what they can see in the thought bubble.</p> <p>- Pupils look at Pictures a. Pupils listen to the recording of the first dialogue several times.</p> <p>- Pupils listen to the recording again, sentence by sentence and repeat individually and in chorus.</p> <p>- A few pairs come to the front of the class to listen and repeat the sentences in the recording.</p> <p>- Pupils look at the advice and the response. Pupils listen to the teacher's explanation.</p>	<p>- Context a: Mary and Nam talking in the school playground. Nam holding his cheek Mary: <i>How are you today, Nam?</i> Nam: <i>I don't feel very well. I have a toothache.</i></p> <p>- Context b: Mary advising Nam to go to the dentist Mary: <i>You should go to the dentist, Nam. You should go as soon as possible.</i> Nam: <i>OK, I will. Thanks for your advice.</i></p>

to receiving advice.		
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e. Assessment

- Performance products: Pupils’ answers and pronunciation
- Assessment tools: Observation; Questions & Answers

3. ACTIVITY 2: KNOWLEDGE CONSTRUCTION (10 minutes)

a. Objectives

- To correctly say the phrases and use *You should _____*. – *Thanks for your advice.* to give and respond to advice about common health problems.

b. Content

- Activity 2. Listen, point and say.

c. Expected outcomes

- Pupils can correctly say the phrases and use *You should _____*. – *Thanks for your advice.* to give and respond to advice about common health problems.

d. Organisation

TEACHER’S ACTIVITIES	PUPILS’ ACTIVITIES	CONTENT
Activity 2. Listen, point and say. (Track 46)		
<p>Step 1: Have pupils point at Picture a, listen to the first part of the recording and repeat the phrase <i>go to the dentist</i> several times. Repeat the same procedure with Pictures b, c and d. Have the class repeat all the phrases until they feel confident.</p> <p>Step 2: Point at the advice pattern <i>You should _____</i>. Read it aloud and have pupils repeat it. Repeat the same procedure with the response <i>Thanks for your advice.</i></p> <p>Step 3: Point at Picture a and have pupils listen to the next part of the recording and repeat <i>You should go to the dentist.</i> – <i>Thanks for your advice.</i> Repeat the same procedure with Pictures b, c and d.</p>	<ul style="list-style-type: none"> - Pupils point at Picture a, listen to the first part of the recording and repeat the phrase <i>go to the dentist</i> several times. Pupils repeat the phrases. - Pupils follow the teacher’s instructions. - Pupils listen to the next part of the recording and repeat. Pupils follow the teacher’s instructions. - Pupils work in two 	<ul style="list-style-type: none"> - Picture and word cues: <ul style="list-style-type: none"> a. a dentist checking her patient’s teeth, and the phrase <i>go to the dentist</i> b. a girl having a rest, and the phrase <i>have a rest</i> c. a cup of warm water, and the phrase <i>drink warm water</i> d. some medicine, and the phrase <i>take some medicine</i> - Speech bubbles: <i>You should _____.</i> <i>Thanks for your advice.</i> Audio script: <ul style="list-style-type: none"> a. go to the dentist b. have a rest

<p>Step 4: Divide the class into two groups to take turns repeating the advice and the responses for Pictures a, b, c and d until they feel confident.</p> <p>Step 5: Have pairs of pupils practise advising and responding to advice using the pictures. Invite a few pairs to perform a dialogue in front of the class. Check their pronunciation and give feedback where necessary.</p>	<p>groups to take turns repeating the advice and the responses for Pictures a - d.</p> <p>- Pairs of pupils practise advising and responding to the advice with the pictures. A few pairs of pupils perform a dialogue in front of the class.</p>	<p>c. drink warm water d. take some medicine a. A: You should go to the dentist. B: Thanks for your advice. b. A: You should have a rest. B: Thanks for your advice. c. A: You should drink warm water. B: Thanks for your advice. d. A: You should take some medicine. B: Thanks for your advice.</p>
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e. Assessment

- Performance products: Pupils' talks and interaction
- Assessment tools: Observation; Questions & Answers

4. ACTIVITY 3: PRACTICE (8 minutes)

a. Objectives

- To use *What's the matter? – I have a _____. and You should _____. – Thanks for your advice.* in a freer context.

b. Content

- Activity 3. Let's talk.

c. Expected outcomes

- Pupils can use *What's the matter? – I have a _____. and You should _____. – Thanks for your advice.* in a freer context.

d. Organisation

TEACHER'S ACTIVITIES	PUPILS' ACTIVITIES	CONTENT
Activity 3. Let's talk.		

<p>Step 1: Draw pupils' attention to the pictures and guess the health problems that the characters have. Read the first speech bubble aloud and ask pupils to repeat it. Ask pupils to look at the second speech bubble and identify what the start of the answer should be (<i>I have a</i>). Do the same with the other pair of speech bubbles.</p> <p>Step 2: Have pairs of pupils practise asking about health problems and giving advice. Go around the class and provide support when necessary.</p> <p>Step 3: Invite a few pairs to practise the exchanges in front of the class. Make corrections and give feedback where necessary.</p> <p>Extension: If you didn't do so earlier, encourage pupils to brainstorm some other common health problems that they may know, such as flu, a cold, a fever and backache, etc., then give their health advice for them.</p>	<p>- Pupils look at the pictures and guess the health problems that the characters have. Pupils repeat the advice in the first speech bubble and repeat. Pupils look at the second bubble and identify what the answer should be.</p> <p>- Pairs of pupils practise advising and responding to advice about health problems.</p> <p>- A few pairs practise advising and responding to advice about health problems in front of the class.</p> <p>- Pupils brainstorm some other common health problems that they may know, then give their health advice for them.</p>	<p>- Picture cues: characters with common health problems</p> <p>- Speech bubbles: <i>What's the matter?</i> - _____. <i>You should ____.</i> - _____.</p>
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e. Assessment

- Performance products: Pupil's interaction and performance
- Assessment tools: Observation; Questions & Answers

5. FUN CORNER AND WRAP-UP (7 minutes)

*** Option 1: Game: Quiz Time (ppt)**

- Place some gapped sentences and pictures.
- Have pupils play the game individually.
- Show a gapped sentence, a picture and three options A, B or C.
E.g. picture of "headache"/ *You should ____.* - *Thanks for your advice.*

A. *play football*

B. *have a rest*

C. *watch TV*

- Invite a pupil to answer.
- Continue with other sentences.
- Praise pupils if they do the game well.

*** Option 2: Game: Questions and answers**

- Tell pupils how the game is played. Give an example.
- Put pupils into pairs.
- Encourage the pupils to play rock, paper, scissors. The loser gives advice. The winner responds to the advice.

E.g. Pupil A: *You should drink warm water.*

Pupil B: *Thanks for your advice.*

- Praise pupils to encourage their performance.

Week: 25
Period: 100

Planning date: 01/03/ 2025
Teaching date: 02- 07/03/ 2025.

UNIT 15: OUR HEALTH
Lesson 2 - Period 4

I. OBJECTIVES

By the end of this lesson, pupils will be able to:

1. Knowledge and skills

- listen to and understand two communicative contexts in which characters talk about health problems, and tick the correct pictures;
- complete two gapped exchanges with the help of picture cues;
- role-play asking for and giving health advice about common health problems.

2. Competences

- Communication and collaboration: work in pairs and groups to complete the learning tasks.
- Self-control & independent learning: perform listening, reading and writing tasks.

3. Attributes

- Raise their knowledge of health.
- Show pupils how to give advice about health problems.

II. MATERIALS

- Pupil's book: Page 33
- Audio track 47
- Teacher's guide: Pages 245, 246, 247
- Website *hoclieu.vn*
- Flashcards/ pictures and posters (Unit 15)
- Computer, projector, ...

III. PROCEDURES

1. WARM-UP & REVIEW (5 minutes)

a. Objectives

- To revise the sentence patterns *You should _____*. - *Thanks for your advice*.

b. Content

- Game: Spin

c. Expected outcomes

- Pupils can correctly say the sentence patterns *You should _____*. - *Thanks for your advice*.

d. Organisation

TEACHER'S ACTIVITIES	PUPILS' ACTIVITIES	CONTENT
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Game: Spin		
<ul style="list-style-type: none"> - Tell pupils that they are going to give advice about health and get points from the spin. - Divide the class into two groups. - Have a pair of pupils from each group to choose a number, look at the picture, ask and answer the question, then give advice about health. - If they say the sentences correctly, they will spin to get points for their group. - The group with more points wins the game. - Praise the winner. 	<ul style="list-style-type: none"> - Pupils listen to the teacher's explanation. - Pupils work in two groups. - Pupils choose a number, look at the picture, ask and answer the question, then give advice about health. - Pupils spin to get points for their group. - Pupils praise the winner. 	<p>Pictures (a <i>headache</i>, a <i>toothache</i>, a <i>stomach ache</i>, a <i>sore throat</i>)</p> <p>Sentence patterns: <i>What's the matter?</i> <i>I have _____.</i> <i>You should _____.</i> <i>Thanks for your advice.</i></p>

e. Assessment

- Performance products: Pupils' performance and pronunciation
- Assessment tools: Observation; Questions & Answers

2. ACTIVITY 1: PRACTICE (5 minutes)

a. Objectives

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

b. Content

- Activity 4. Listen and tick.

c. Expected outcomes

- Pupils can understand two communicative contexts in which characters talk about health problems, and tick the correct pictures.

d. Organisation

TEACHER'S ACTIVITIES	PUPILS' ACTIVITIES	CONTENT
Activity 4. Listen and tick. (Track 47)		
<p>Step 1: Have pupils look at the pictures. Ask <i>What health problems can you see in each picture? What advice can you see in each picture?</i></p>	<ul style="list-style-type: none"> - Pupils look at the pictures. Pupils answer the questions. 	<ul style="list-style-type: none"> - Picture cues: 1a. Nam with a headache, and Nam having a rest in bed 1b. Nam with a

<p>Step 2: Tell pupils to look at the pictures for Question 1, and tell them they will hear a conversation between a boy and a girl about a health problem. Ask pupils to tick the picture that shows the boy's health problem and the health advice that the girl gives him. Play the recording of the first conversation twice.</p> <p>Step 3: Repeat the same procedure with the second conversation. Ask pupils to tick the picture that shows the girl's common health problem and the advice that the boy gives her.</p> <p>Step 4: Ask pupils to swap books and check each other's answers. Check answers as a class.</p>	<p>- Pupils look at the pictures for Question 1 and hear a conversation between a boy and girl about a health problem. Pupils tick the correct picture that shows the boy's health problem and the advice that the girl gives him. Pupils listen to the first conversation twice.</p> <p>- Pupils listen to the second conversation and tick the correct picture that shows the girl's health problem and the advice that the boy gives her.</p> <p>- Pupils work in pairs for their peer-checks.</p>	<p>headache, and Nam watching TV</p> <p>1c. Nam with a toothache, and Nam having a rest in bed</p> <p>2a. Lucy with a toothache, and Lucy taking some medicine</p> <p>2b. Lucy with a toothache, and Lucy having her teeth checked by the dentist</p> <p>2c. Lucy with a headache, and Lucy taking some medicine</p> <p>Audio script:</p> <p>1. <i>A:</i> You don't look well. What's the matter, Nam? <i>B:</i> I have a headache. <i>A:</i> Don't watch lots of TV. You should have a rest. <i>B:</i> OK, I will. Thanks for your advice.</p> <p>2. <i>A:</i> You look tired. What's the matter with you? <i>B:</i> I have a toothache. It hurts. <i>A:</i> You should go to the dentist. <i>B:</i> That's a good idea. Thanks for your advice.</p> <p>* Key: 1. a, 2. b</p>
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e. Assessment

- Performance products: Pupils' answers
- Assessment tools: Observation; Answer keys; Peer correction

3. ACTIVITY 2: PRACTICE (10 minutes)

a. Objectives

- To complete two gapped exchanges with the help of picture cues.

b. Content

- Activity 5. Read and complete.

c. Expected outcomes

- Pupils can complete two gapped exchanges with the help of picture cues.

d. Organisation

TEACHER'S ACTIVITIES	PUPILS' ACTIVITIES	CONTENT
Activity 5. Read and complete.		
<p>Step 1: Ask pupils to look at the pictures and identify the characters' health problems.</p> <p>Step 2: Have pupils read Exchange 1. Ask them what is missing from the gaps. Have them complete the gaps using clues from the context and the picture. Repeat the same procedure with Exchange 2.</p> <p>Step 3: Get pupils to complete the conversations independently, then ask a few pairs to read them aloud. Check their answers, giving feedback where necessary.</p> <p>Step 4: Ask two pairs to read the exchanges aloud. Give feedback if necessary.</p>	<p>- Pupils look at the pictures and identify the health problems that the characters have.</p> <p>- Pupils read Exchange 1. Pupils answer what is missing from the gaps. Pupils complete the gaps by finding the clues from the context and the picture.</p> <p>- Pupils complete the conversations individually, then a few pairs of pupils read them aloud.</p> <p>- Two pairs read the exchanges aloud.</p>	<p>- Two picture cues</p> <p>- Two gapped exchanges to complete</p> <p>* Key:</p> <p>1. <i>the matter; a headache; some medicine</i></p> <p>2. <i>a toothache; should go to the dentist</i></p>

e. Assessment

- Performance products: Pupils' answers

- Assessment tools: Observation; Answer keys

4. ACTIVITY 3: PRACTICE (8 minutes)

a. Objectives

- To role-play asking for and giving health advice about common health problems.

b. Content

- Activity 6. Let's play.

c. Expected outcomes

- Pupils can role-play asking for and giving health advice about common health problems.

d. Organisation

TEACHER'S ACTIVITIES	PUPILS' ACTIVITIES	CONTENT
Activity 6. Let's play.		
<p>Step 1: Tell pupils to form pairs and role-play as a doctor and a patient. Encourage them to ask for and give advice about health problems. Use the illustration as an example to demonstrate how to play the game. Give them three minutes to complete their role-plays. Go around the classroom and give support when necessary.</p> <p>Step 2: When the time is up, ask three pairs to perform in front of the class. Ask the class to vote for the best performance.</p> <p>Step 3: Reward the pair with the most votes.</p>	<ul style="list-style-type: none">- Pupils listen to the teacher's explanation. Pupils ask and give advice about health problems. - Three pairs perform their roles in front of the class. The other pupils vote for the best performance.- Pupils praise the pair with the most votes.	A picture of Mai and Nam role-playing as a doctor and a patient

e. Assessment

- Performance products: Pupils' performance and pronunciation
- Assessment tools: Observation; Questions & Answers

5. FUN CORNER AND WRAP-UP (7 minutes)

*** Option 1: Game: Spotlight (ppt)**

- Tell pupils they are going to guess what the picture is and then make a dialogue based on the picture.
- Divide the class into 2 teams.
- Invite one pair from each team.
- Spotlight a picture and a pair of pupils from Team 1 guess what the picture is. If their guess is correct, they have to exchange dialogue.

E.g. Pupil A: *What's the matter?*

Pupil B: *I have a sore throat.*

Pupil A: *You should drink warm water.*

Pupil B: *Thanks for your advice.*

- Check pupils' pronunciation and give them scores if they do the task well.
- If their guess is not correct, invite a pair from the other team.

*** Option 2: Pass the balls**

- Give two different coloured balls to two pupils, a red ball (*ask the question*) and a yellow ball (*answer the question*).
- Ask pupils to listen to music and pass the balls.
- Stop music suddenly.
- Have the pupil with a red ball make a question. Have the pupil with a yellow ball answer the question.

E.g. Pupil A: *You should take a rest.*

Pupil B: *Thanks for your advice.*

- Praise pupils if they do the activity well.

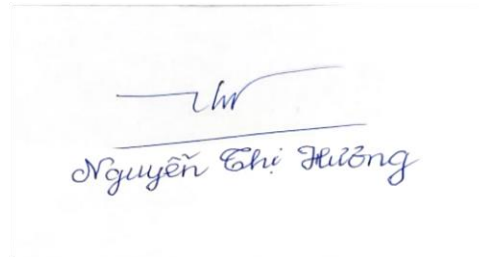
Thủy Thanh, ngày 02 tháng 03 năm 2025

**TM. TỔ CHUYÊN MÔN
TỔ TRƯỞNG**

NGƯỜI BIÊN SOẠN KHBD



Nguyễn Viết Mạnh



Nguyễn Chi Hương