

UNIT 2: HEALTH

Lesson 1: Getting Started – Going out, or staying in?

I. Objectives:

By the end of this lesson, students can know the key language and structures to be learnt in this unit.

II. Language Focus:

1. *Vocabulary*: the lexical items related to the topic health issues.
2. *Structures*:
 - Imperatives with *more* and *less*
 - Compound sentences

III. Method: Communicative approach

IV. Teaching aids: Course book, CD player, picture.

V. Procedures:

<i>Teacher's Activities</i>	<i>Ss' Activities</i>	<i>Content</i>	<i>Note</i>
<ul style="list-style-type: none"> - Ask Ss to guess what the picture might show or what the conversation might be about. - Ask Ss questions about the picture. - Play the dialogue and has Ss follow along. Ss may track the dialogue with their fingers as they listen to the recording. 	<ul style="list-style-type: none"> - T-Whole class 	<p>* <u>Presentation:</u> Guess what the picture might show or what the conversation might be about.</p> <p><u>Questions:</u></p> <ul style="list-style-type: none"> • What can you see in the picture? • What time is it? • What do you think about the people in the picture are talking about? • Who do you think is healthier? 	
<ul style="list-style-type: none"> - Ask Ss to complete the task individually or in pairs. - Check answers and ask Ss to use each item in a sentence. 	<ul style="list-style-type: none"> - Individual work 	<p>* <u>Practice:</u></p> <p>1. Listen and read</p> <p>a. Can you find a word or phrase that mean: ...</p> <p><u>Key:</u></p> <ol style="list-style-type: none"> 1. Zooniverse 2. I don't feel like it 3. Sound down 4. Putting on weight 5. Won't take no for an answer 	
<ul style="list-style-type: none"> - Ask Ss to read the conversation again and complete the table. 	<ul style="list-style-type: none"> - Individual work 	<p>b. Read the conversation again. Who want to do the following things?</p>	

<p>- Write the table on the board while Ss are working individually.</p> <p>- Correct the exercise as a class by asking Ss to come to the board and tick the correct column.</p> <p>- Ask Ss to look at the pictures. As a class Ss can call out which word they think matches each picture.</p> <p>- Ask Ss to write the words below each picture.</p> <p>- Play the recording and Ss repeat.</p> <p>- Correct the exercise with the whole class.</p> <p>- Have Ss rank the health problems from the most common to the least common and share with a partner.</p> <p>- Encourage Ss to give reasons for their ranking.</p> <p>- Ask one student to read through the list of advice aloud.</p> <p>- Encourage Ss to mimic advice.</p> <p>- Ask Ss to complete the matching individually and then correct.</p>	<p>- Individual work</p> <p>- Listen and repeat</p> <p>- Pair-work</p> <p>- Individual work</p>	<p><u>Key:</u></p> <ol style="list-style-type: none"> 1. Phong 2. Phong 3. Nick 4. Nick 5. Phong <p>2. Match the health problems in the box with the pictures. Then listen and repeat.</p> <p><u>Key:</u></p> <ol style="list-style-type: none"> 1. e 2. f 3. d 4. c 5. b 6. a <p>- Which problems do you think are the most common with your classmate?</p> <p>- Rank the problems from the most common to the least common.</p> <p>3. Can you match the correct advice with each person.</p> <p><u>Key:</u></p> <ol style="list-style-type: none"> 1. c 2. d 3. e 4. b 5. a 	
<p>- Ask Ss to look at the picture and answer the questions.</p> <p>- Correct their answers</p>	<p>- Group-work</p>	<p>* Production:</p> <p>4. Game</p> <p>Take a card with a health problem or piece of advice. Walk around and try to find the person with the card that matches yours.</p>	

		<p><i>*Homework:</i></p> <ul style="list-style-type: none">- Write the answer in your notebook.- Prepare next lesson <p><i>(A closer look 1)</i></p>	
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Week: 04
Period: 11

Date of planning:/...../.....
Date of teaching:/...../.....

UNIT 2: HEALTH

Lesson 2: A Closer Look 1

I. Objectives:

By the end of this lesson, students can pronounce correctly the sounds /f/ and /v/ in isolation and in context.

II. Language Focus:

1. *Vocabulary*: the lexical items related to the topic health issues.
2. *Structures*:
 - Imperatives with *more* and *less*
 - Compound sentences

III. Method: Communicative approach

IV. Teaching aids: Course book, CD player, picture.

V. Procedures:

<i>Teacher's Activities</i>	<i>Ss' Activities</i>	<i>Content</i>	<i>Note</i>
<ul style="list-style-type: none"> - Write have a/an, have, and feel on the board. - Ask Ss to read the words from the first column. - Write the words in a word web around have a/an. Repeat this for the new two columns. - Teach the noun "patient" to make sure that Ss are familiar with it. - Ask Ss to do the exercise individually. - Correct the exercise as a class. 	<ul style="list-style-type: none"> - T whole class - Individual work 	<p>* Presentation: Vocabulary</p> <p>1. Write the problem below the picture of each patient.</p> <p><u>Key:</u></p> <ol style="list-style-type: none"> 1. Flu 2. Sunburn 3. Allergy 4. Tired/ weak 	
<ul style="list-style-type: none"> - Ask Ss to complete the exercise individually. - Correct the exercise as a class. 	<ul style="list-style-type: none"> - Individual work 	<p>* Practice:</p> <p>2. Now, read the doctor's notes about his patients and fill in the missing words.</p> <p><u>Key:</u></p> <ol style="list-style-type: none"> 1. (a) sunburn 2. (the) flu 3. Tired, temperature 4. Sick, stomachache 5. Sore throat 	

<p>- Model the role-play in the book with a student. - Divide class into pairs. Encourage Ss to think about how each person feels and will act. Give them 5 minutes to practice. - Ask some pairs perform their role-play for the class. - Ask the class comprehension questions about what they just saw. - Ask four Ss to model the example conversation. - Divide class into groups and ask them to talk about a health problem.</p> <p>- Drill the sounds /f/ and /v/ and asking Ss to think of any words they know with these sounds in them. - Write Ss ideas on the board. Say the words in 5 and ask Ss to repeat. - Play the recording and have Ss circle the words they hear.</p>	<p>- Pair-work</p> <p>- Answer the questions</p> <p>- T whole class</p> <p>- Group-work</p> <p>- T-Whole class</p> <p>- Listen and repeat</p> <p>- Individual work</p>	<p>3. Role-play the meeting with the doctor. Use the cues in 1, 2 or your own health problems. (page 18)</p> <p>Questions: - What was Mai's problem? - What advice did doctor Thao have?</p> <p>4. Choose a health problem. Work in groups. Tell your group about the last time you had that problem. <u>Example:</u> A: I had flu 2 weeks ago. B: Me too! I felt so weak. C: Oh. I had a sore throat yesterday. D: I had toothache. I think I ate too many sweets.</p> <p>📖 Pronunciation /f/ and /v/</p> <p>5. Listen and circle the word you hear. <u>Key:</u> 1. Fat ferry 2. Vast 3. Vault 4. Save 5. Leave</p>	
<p>- Ask Ss to listen to the sentences once and repeat. - Ask Ss to circle the words with /f/ and /v/ sounds. - Have Ss listen to the recording again and give the correct answers to the entire class.</p>	<p>- T whole class</p>	<p>* <u>Production:</u> 6. Listen and circle the word(s) with the /f/ or /v/ sounds. Then say the sentences. <u>Key:</u> 1. Fat, food 2. Have, felt 3. Fatter 4. Having, lifestyle 5. Give</p>	