

Week: 05
Period: 15

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

UNIT 2: HEALTH

Lesson 6: Skill 2

I. Objectives:

By the end of this lesson, students can listen to get specific information about health problems and advice.

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, poster.

V. Procedures:

<i>Teacher's Activities</i>	<i>Ss' Activities</i>	<i>Content</i>	<i>Note</i>
<ul style="list-style-type: none"> - Draw the Olympic rings on the board and ask Ss what these represent. - Brainstorm with Ss as a class different words that come to mind when Ss think of the Olympics. - Ask Ss to discuss the questions. 	<ul style="list-style-type: none"> - Group-work - Group-work 	<p>* <u>Presentation:</u></p> <div style="text-align: center; border: 1px solid orange; border-radius: 50%; width: 100px; margin: 0 auto; padding: 5px;">Olympics</div> <p>📖 Listening</p> <p>1. Look at the picture. Discuss the questions with a partner.</p> <ol style="list-style-type: none"> 1. What sports do people do in the Olympics? 2. The Olympic sport below is sometimes called “the Ironman event”. Why? 	
<ul style="list-style-type: none"> - Play the recording. Ask Ss to tick the problems an ironman had as a child. - Allow Ss share their answers before listening to the recording a final time to check. - Correct their answer. 	<ul style="list-style-type: none"> - Individual work 	<p>* <u>Practice:</u></p> <p>2. Listen to the interview with an ironman. Tick the problems he had as a child.</p> <p><u>Key:</u></p> <ul style="list-style-type: none"> ○ Sick, allergy 	

<p>- Ask Ss to listen again and choose the right response.</p> <p>- Ask Ss to complete the task individually. - Check and confirm the correct answer.</p> <p>- Divide the class into groups and give a time limit for discussion and feedback as a class. - Make sure Ss understand the word “triathlon” in the listening.</p> <p>- Ask Ss to work individually to finish this activity. - Check and confirm the correct answer.</p>	<p>- Individual work</p> <p>- Individual work.</p> <p>- Group-work</p> <p>- T whole class</p>	<p>3. Listen to the interview again. What advice does he give about preparing for the event? <u>Key:</u></p> <ul style="list-style-type: none"> ○ Eat more healthy food ○ Sleep more ○ Do more exercises <p>4. Are the following sentences true or false? <u>Key:</u></p> <ol style="list-style-type: none"> 1. T 2. F 3. F 4. F 5. T <p>5. Discuss in groups. (page 23)</p> <p>📖 Writing</p> <p>6. Look at Dr. Law’s advice page. Can you match the problems with the answers? <u>Key:</u></p> <ol style="list-style-type: none"> 1. c 2. b 3. a <p>To give advice, you can use:</p> <ul style="list-style-type: none"> ○ You should... ○ You can... ○ It will be good if you... ○ Do something more/less...
<p>- Ask Ss to work in pair to write a health problems and responses. - Ask some pairs to share their problems and response with the class.</p>	<p>- Pair-work</p>	<p>* Production:</p> <p>7. Work in pairs. Choose one of the problems. Student A writes the problem, and student B writes the reply.</p>

		<p><u>*Homework:</u></p> <ul style="list-style-type: none">- Write in your exercise book.- Prepare next lesson : <p style="text-align: right;">(Looking back)</p>	
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Week: 06
Period: 16

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

UNIT 2: HEALTH

Lesson 7: Looking Back

I. Objectives:

By the end of this lesson, students can review all what they have 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, pictures.

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 do this activity individually. - Encourage Ss to write down the answers. - Correct the exercise on the board to check spelling. - Ask Ss what they see in each picture. - After a brief discussion, Ask ss to complete the exercise individually. - Correct as a class. 	<ul style="list-style-type: none"> - Individual work - Individual work 	<p>* <u>Presentation:</u> 📖 Vocabulary 1. <i>What health problems do you think each of these people has?</i> <u>Key:</u></p> <ol style="list-style-type: none"> a. Sunburn b. Spots c. Put on weight d. Stomachache e. Flu <p>2. <i>Write the health problem below each person.</i> <u>Key:</u></p> <ol style="list-style-type: none"> 1. Spots 2. Putting on weight 3. Sunburn 4. Stomachache/ sick 5. Flu 	
<ul style="list-style-type: none"> - Ask Ss to complete the task individually. - Check and confirm the correct answer. 	<ul style="list-style-type: none"> - Individual work 	<p>* <u>Practice:</u> 📖 Grammar 3. <i>Complete the health tips below.</i> <u>Key:</u></p> <ol style="list-style-type: none"> 1. Less 2. More 3. More 4. Go outside 	

<p>- Ask Ss to do exercise 4 in pairs. - Have Ss compare their answers with a partner. - Check their answers.</p> <p>- Ask Ss to divide Ss into pairs. - Ask one pair to come up and role-play the example in the book. - Ask Ss to create their own role-play from the sample problems in the book.</p>	<p>- Pair-work</p> <p>- Pair-work</p>	<p>5. Watch... TV 6. Do... exercise.</p> <p>4. Draw a line to link the sentences and a coordinator to form meaningful sentences. <u>Key:</u></p> <ol style="list-style-type: none"> 1. I want to eat some junk food, but I am putting on weight. 2. I don't want to be tired tomorrow, so I should go to bed early. 3. I have temperature, and I feel tired. 4. I can exercise every morning, or I can cycle to school. <p>📖 Communication</p> <p>5. Choose one of the following health problems .Role-play a discussion. Student A is the patient. Student B is the doctor.</p> <ul style="list-style-type: none"> ○ Have sunburn ○ Have toothache ○ Have a cough and a runny nose ○ Putting on weight ○ Have an allergy 	
<p>- Ask Ss to discuss the sentences in 6 in pairs. - Ask Ss to report back to the class. - Ask the class decide what's true and what's myth.</p>	<p>- Pair-work</p>	<p>* Production:</p> <p>6. Discuss the following sentences about health with a partner. Do you think they are facts or myths?</p> <p>Finished! Now you can...</p>	
		<p>*Homework:</p> <p>- Prepare next lesson : (Unit 3: Community Service Lesson 1: Getting Started)</p>	