

UNIT 5 – HEALTH
Lesson 1.1 (page 64)

1. Objectives:

- Knowledge: By the end of this lesson, students will be able to talk about health problems.
- + Vocabulary: *the flu, chickenpox, a toothache, a stomachache, a headache, an earache.*
- + Sentence patterns: *What's wrong? I have a stomachache.*
- Skills: Listening, Reading, Writing, and Speaking.
- Attitude: Ss will be warmly to support their friends and work hard to complete the learning tasks or play the games.

2. Teaching – Studying aids:

- Teacher's aids: Lesson plan, Student's Book, Audio, Flashcards, DCR & DHA on Eduhome, Projector/ Interactive Whiteboard /TV, P Point slides.
- Students' aids: Student's Book, Workbook, Notebook.

3. Procedures:

Time	Teaching contents	Teaching activities		Materials
		Teacher's activities	Students' activities	
5 minutes	<u>I.Warm up:</u> "Guessing picture" game. * To review vocabulary items about health, generate students' interests and lead in the new lesson.	- Briefly introduce the health signs covered in the game: <i>No smoking, dental clinic, hospital, an ambulance, wash hands.</i> - Show the pictures on the screen. - Have students read the words on the screen and give the answer. - Correct students' answers.	- Follow and do as guided. - Join the game.	Projector
10 minutes	<u>II.Presentation & Practice I</u> * To help students recognize and say the different health problems. 1. Listen and practice. (CD2 Track 27)	A. 1. Listen and point. Repeat. (CD2 Track 27) - Arrange the flashcards (<i>health problems</i>) on the board. - Ask the students to listen and pay attention. - Use DCR on Eduhome to play the audio and point to each flashcard. - Then play the audio again and have them point to the pictures in their Student's Books. - Play the audio and require them to listen and repeat. - Help them with their pronunciation if necessary.	- Listen and follow their teacher's instructions. - Point to the pictures in their Student's Books. - Listen and repeat. - Work with their partner to complete the task.	Flashcards. DCR

5 minutes	IV. Production: *To help them identify health problems confidently.	Open DHA (Unit 5 – Lesson 1.1) on Eduhome to help students review the vocabulary through games: Look and find, Listen and find, and Grammar.	- Follow their teacher's instructions. - Play the game with the whole class.	DHA on Eduhome
5 minutes	V.Consolidation and homework assignment *To help students remember and pronounce the vocabulary items.	Consolidation - Have the students play the game “Unscramble and draw the line”. - Take a list of words that your students have recently learned and write an unscrambled version of each on the board. - Allow students to unscramble the words on their paper. - Have students match the correct words to the appropriate pictures. - The first student to finish deciphering all the words wins.	- Do as guided. - Play the game.	
		Homework Assignment - Require the students to do exercises on page 42 in the Workbook. - Have them copy letters and structure in their Tiếng Anh 5 i-Learn Smart Start Notebook. - Ask them to prepare Parts C and D, Lesson 1 on page 65 in the Student's Book.	- Follow their teacher's instructions. - Do homework, copy the new words, and prepare for the new lesson.	

*** Reflection**

- What I liked most about this lesson today: _____
- What I learned from this lesson today: _____
- What I should improve for this lesson next time: _____

AI MO A PRIMARY SCHOOL
TEACHER: Nguyễn Thị Thu Hiền
Class: 5A1,2

Date:

LESSON PLAN

Subject: English 5

Week: 19 - **Period:** 74

UNIT 5 – HEALTH

Lesson 1.2 (page 65)

1. Objectives:

- Knowledge: By the end of this lesson, students will be able to identify the word stress and practice the conversations.

+Vocabulary: *the flu, chickenpox, a toothache, a stomachache, a headache, an earache.*

+ Sentence patterns: *What's wrong? I have a stomachache.*

- Skills: Listening, Reading, Writing, and Speaking.

- Attitude: Ss will be warmly to support their friends and work hard to complete the learning tasks or play the games.

2. Teaching – Studying aids:

- Teacher's aids: Lesson plan, Student's Book, Audio, Flashcards, DCR & DHA on Eduhome, Projector/ Interactive Whiteboard /TV, P Point slides.
- Students' aids: Student's Book, Workbook, Notebook.

3. Procedures:

Time	Teaching contents	Teaching activities		Materials
		Teacher's activities	Students' activities	
5 minutes	I. Warm up: Play the Guessing Health Problems game. *To review vocabulary items about health problems, generate students' interests and lead in the new lesson.	- Briefly introduce the health symptoms covered in the game: <i>itchy, red rash, vomit, sneeze, a runny nose.</i> - Show the pictures on the screen. - Have students read the words on the screen and guess what's wrong with these symptoms. - Have students read the words on the screen and guess the health problems. - Correct students' answers.	- Follow their teacher's instructions before playing the game. - Look at the teacher showing the pictures and try to guess the vocabulary on it. - Guess and say the answer.	DCR & DHA
10 minutes	II. Pronunciation * To help students identify the word stress and say it in the chant. 1. Listen and repeat. (CD2 Track 29)	- Draw attention to the intonation using DCR. - Briefly explain and demonstrate the word stress. - Play the audio. - Have students notice the word stress. - Play the audio again. - Have the students listen and repeat. - Correct the students' pronunciation if needed.	- Listen and follow their teacher's instructions. - Listen to the audio. - Listen and notice the word stress first. - Listen to the audio again and repeat the word stress.	DCR Audio
	2. Chant. Turn to page 125. (CD2 Track 30)	- Write the examples on the board. - Play the audio (using DCR). - Have the students listen to the chant. - Point to a sentence on the board, say the sentence with the intonation and have the students listen and repeat. - Follow the same procedure with the other sentence. - Play audio. Have students listen and notice the intonation as they hear it in the chant. - Play audio. Have students listen and chant.	- Follow their teacher's instructions. - Listen to the chant. - Listen and repeat the sentences. - Listen to the chant again. - Listen and chant.	DCR
10 minutes	III. Listening * To help students identify the people and health problems in the story and practice listening and number the correct word.	- Introduce the situation: "Alfie wants to play with his friends..." - Have students look at the story and ask these questions: • Who can you see? (Tom, Ben, Lucy, Alfie, Sue) • Where are they? (at home)	- Listen to their teacher's introduction about the situation. - Look at the story and answer their teacher's questions. - Listen to the story.	DHA on Eduhome

	1. Describe the comic. Use the new words. Listen. (CD2 Track 31)	- Play audio and have students look and listen.		Audio
	2. Listen and number. (CD2 Track 32)	- Play audio and demonstrate the activity using the example. - Play audio and have students listen and number. - Play audio again and check answers as a whole class.	- Listen and follow their teacher's demonstration. - Listen to the story and circle. - Listen to the story again and check the answers as a whole class.	Audio
	3. Role-play.	- Divide the class into pairs. - Have students practice saying the sentences with their partners. - Have some pairs demonstrate the activity in front of the class.	- Work with their partner to complete the task. - Practice saying the sentences. - Demonstrate the activity in front of the class.	
5 minutes	IV. Production *To help them practice the stories and use their own ideas. Make their own stories.	- Have the students work in pairs to complete the task. - Ask them to choose one of the stories from <i>Part 2 – Listen and number</i> as a sample. - Give the students enough time to make their stories using their own ideas. - Walk around the class and support them if necessary. - Invite some pairs to present their stories in front of the class. - Help the students with feedback and correct them if any.	- Work with their partner to complete the task. - Choose one of the stories from <i>Part 2 – Listen and number</i> as a sample. - Make their stories using their own ideas. - Present their stories in front of the class.	
5 minutes	V.Consolidation and homework assignment *To help students remember and pronounce the vocabulary items.	Consolidation - Ask the students to work in groups of four or five students. - Give each group a set of pictures and ask them to write the vocabulary correctly. - Give them enough time to write the vocabulary for the given pictures. - Invite each group to present their answer. - Have other groups comment and give the correct answer if any.	- Work in groups to complete the task. - Do the task. - Present their answer in front of the class. - Give comments to other groups.	

		- Check the students' answers as a whole class.		
		Homework Assignment - Require the students to do exercises on page 43 in the Workbook. - Ask them to prepare Parts E and F, Lesson 1.3, Unit 5 on page 66 in the Student's Book.	- Follow their teacher's instructions. - Do homework and prepare the new lesson.	

*** Reflection**

- What I liked most about this lesson today: _____
- What I learned from this lesson today: _____
- What I should improve for this lesson next time: _____

AI MO A PRIMARY SCHOOL
 TEACHER: Nguyễn Thị Thu Hiền
 Class: 5A1,2

Date:

LESSON PLAN

Subject: English 5

Week: 19 - Period: 75

UNIT 5 – HEALTH

Lesson 1.3 (page 66)

1. Objectives:

- Knowledge: By the end of this lesson, students will be able to ask and talk about people's health problems correctly.
- + Vocabulary: *the flu, chickenpox, a toothache, a stomachache, a headache, an earache.*
- + Sentence patterns: *What's wrong? I have a stomachache.*
- Skills: Listening, Reading, Writing, and Speaking.
- Attitude: Ss will be warmly to support their friends and work hard to complete the learning tasks or play the games.

2. Teaching – Studying aids:

- Teacher's aids: Lesson plan, Student's Book, Audio, Flashcards, DCR & DHA on Eduhome, Projector/ Interactive Whiteboard /TV, P Point slides.
- Students' aids: Student's Book, Workbook, Notebook.

3. Procedures:

Time	Teaching contents	Teaching activities		Materials
		Teacher's activities	Students' activities	
5 minutes	I.Warm up: Game "What's wrong?" *To help the students review which school subjects and lead in the new lesson.	- Play the game "What's wrong?" - Introduce the concept of personal preferences and how they can be discussed using the question "What's wrong?" - Demonstrate how to ask and answer the question, using yourself as an example. For instance, "I have a stomachache." - Have students sit in a circle or in pairs.	- Listen. - Follow their teacher's instructions before playing the game. - Read the optional sentences. Play the game.	DCR & DHA

		- Show the picture questions on the screen. - Have students enough time to read the optional sentences then choose the correct option appropriate with the given picture.		
10 minutes	II.Practice 1 *To help students recognize the sentence pattern and talk about people's health problems correctly.	Present the sentence pattern. - Use DCR on Eduhome to show the class the sentence structure on Part E, page 66 in their Student's Book. - Give the students enough time to look at the target sentence structure and have them read it silently. - Ask some students to read the sentences. - Control the class and give them help if needed. - Lead in the new lesson.	- Listen and follow their teacher's instructions. - Look at the target sentence structure on the screen and read it silently. - Read the sentences.	DCR Student's Book
10 minutes	III. Practice 2 *Objectives: To practice talking about people's health problems by using the given words.	1. Point, ask, and answer. - Divide the class into two pairs. - Demonstrate the activity using the speech bubbles. - Have Student A point and ask, and have Student B answer. - Swap roles and repeat. - Afterwards, have some pairs demonstrate the activity in front of the class. 2. List other holidays you know. Practice again. - Have students work in the same pairs. - Have pairs list other holidays they know. - Have pairs practice the activity again. Have Student A ask and have Student B answer. - Swap roles and repeat. - Afterwards, have some pairs demonstrate the activity in front of the class.	- Work with their partner to complete the task. - Follow their teacher's instructions. - Present their work in front of the class. - Work in pairs to complete the task. - Follow their teacher's instructions.	
5 minutes	IV.Production * To help them talk about people's health problems Play the "Guess picture" game. Give true answers.	- Have students look at the example. - Divide the class into two teams. - Have a student stand facing away from the board and stick a flashcard on the board behind them. - Have someone from the same team ask the student a question about the flashcard. - Have the student try to guess the answer without looking at the flashcard.	- Do as guided. - Work in groups. - Play the game.	

		- Give that team one point if it's a correct guess. - Have teams take turns		
5 minutes	V.Consolidation and homework assignment *To help students remember and pronounce the vocabulary items.	Consolidation - Have the students play the game “Repeating game”. - Put a selection of pictures about different health problems on the board. - Point to a flashcard and say a word. If the word is correct, the students repeat it. If not, they stay silent.	- Play the game “Repeating game” with their teammates. - Follow their teacher’s instructions before playing the game. - Look at the flashcard, listen to their teacher saying the word on each card, and repeat the word if it is correct.	
		Homework Assignment - Require the students to practice the structure at home. - Ask them to prepare Parts A and B, Lesson 2.1, Unit 5 on page 67 in the Student’s Book.	- Practice the structure at home. - Prepare the new lesson.	

*** Reflection**

- What I liked most about this lesson today: _____
- What I learned from this lesson today: _____
- What I should improve for this lesson next time: _____

AI MO A PRIMARY SCHOOL
 TEACHER: Nguyễn Thị Thu Hiền
 Class: 5A1,2

Date: _____
LESSON PLAN
Subject: English 5
Week: 19 - **Period:**76

UNIT 5 – HEALTH
Lesson 2.1 (page 67)

1. Objectives:

- Knowledge: By the end of this lesson, students will be able to say how they feel.
- + Vocabulary: *terrible, sleepy, weak, sick, sore, stuffed up.*
- + Sentence patterns: *How do you feel? I feel weak. That's too bad.*
- Skills: Listening, Reading, Writing, and Speaking.
- Attitude: Support their friends to complete the learning tasks or play the games.

2. Teaching – Studying aids:

- Teacher’s aids: Lesson plan, Student’s Book, Audio, Flashcards, DCR & DHA on Eduhome, Projector/ Interactive Whiteboard /TV, P Point slides.
- Students’ aids: Student’s Book, Workbook, Notebook.

3. Procedures:

Time	Teaching	Teaching activities	Materials
------	----------	---------------------	-----------

	contents	Teacher's activities	Students' activities	
5 minutes	I.Warm up: <i>* To review vocabulary items about feelings, generate students' interests, and lead in the new lesson.</i>	- Write the vocabulary from the previous lesson on the board. - Have students read the words on the board. - Write the useful language from the previous lesson on the board. - Have students read the sentences on the board. - Have some students practice using the vocabulary and useful language in front of the class.	- Follow and do as guided.	
10 minutes	II.Presentation & Practice I <i>*To help students recognize and say how they feel.</i> 1. Listen and point. Repeat. (CD2 Track 33)	- Arrange the flashcards (<i>health problems</i>) on the board. - Ask the students to listen and pay attention. - Use DCR on Eduhome to play the audio and point to each flashcard. - Then play the audio again and have them point to the pictures in their Student's Books. - Play the audio and require them to listen and repeat. - Help them with their pronunciation if necessary. - Have the class work in pairs. One student randomly points to the pictures in their book, and the other one says the words. Then have them swap roles and continue this activity. - Walk around the class and support them if needed.	- Listen and follow their teacher's instructions. - Point to the pictures in their Student's Books. - Listen and repeat. - Work with their partner to complete the task.	Flashcards DCR
10 minutes	2. Play the game Heads up. What's missing?	- Divide the class into two teams. - Arrange the flashcards on the board and remove one card when students are not looking. - One student from each team calls out the missing flashcard. - Give a point for the team to have a faster correct answer.	- Play with their teammates. - Follow the teacher's instructions. - Look at the flashcard covered with a piece of paper and quickly say the new word when their teacher slowly moves the paper.	Flashcards
	III. Presentation & Practice II <i>*To practice saying how they feel correctly.</i> 1. Listen and practice. (CD2 Track 34)	- Use DCR to show the useful language and have students look and read the useful language silently. - Explain that we often use this to talk about their feelings. - Play audio. Have students listen to useful language.	- Look and read the useful language silently. - Listen to the teacher's explanation. - Listen and look at the useful language again.	DCR

		- Have students practice the useful language. - Have students practice using vocabulary from Part A. - Go around the class and support them if necessary.	- Work in pairs and practice useful language. - Use the new words from Part A when practicing the useful language.	
5 minutes	2. Look and write. Practice.	- Demonstrate the activity using the example. - Have the students look, read, and write. - Divide the class into pairs and have them check each other's work. - Use DCR to check the answers as a whole class. - Have pairs practice saying the sentences. - Monitor the class and support if needed.	- Carefully look at the teacher demonstrating the activity. - Look, read and write. - Work in pairs and check their partner's answers. - Check the answers with the teacher and friends. - Practice saying the sentences with a friend.	DCR
	IV. Production *To help them say how they feel confidently. Look and circle.	- Show the set of random letters on the screen. - Have students read and find where the health problem words. - Have students circle the correct health problem words. - Correct students' mistakes if needed.	- Follow and do as guided. - Join the game.	
5 minutes	V.Consolidation and homework assignment *To help students remember and pronounce vocabulary items.	Consolidation : Play the "Matching Game" - Introduce the game and explain that teams should take turns choosing two squares. If the squares have the same matching word and image, then that team gets a point. - Divide the students into teams. - Have the students open 2 squares and read the words or pictures behind them. - Have the students remember where the matching pairs are. - Correct students' answers. - Keep score for each team.	- Do as guided. - Play the game.	
		Homework Assignment - Require the students to do exercises on page 44 in the Workbook.	- Follow their teacher's instructions. - Do homework, copy the new words, and	Workbook.

		- Have them copy letters and structure in their Tiếng Anh 5 i-Learn Smart Start Notebook. - Ask them to prepare Parts C and D, Lesson 2.2, Unit 5 on page 68 in the Student's Book.	prepare for the new lesson.	
--	--	--	-----------------------------	--

*** Reflection**

- What I liked most about this lesson today: _____
- What I learned from this lesson today: _____
- What I should improve for this lesson next time: _____