

UNIT 5 – HEALTH
Lesson 2.2 (page 68)

1. Objectives:

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

+ 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 contents	Teaching activities		Materials
		Teacher's activities	Students' activities	
5 minutes	I.Warm up: *To review vocabulary items about saying how they feel, generate students' interests and lead in the new lesson.	- 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 their teacher's instructions before playing the game. - Join the game.	
10 minutes	II.Pronunciation Objectives: To help students identify the intonation and say it in the chant. 1. Listen and repeat. (CD2 Track 35)	- Draw attention to the intonation using DCR. - Briefly explain and demonstrate the intonation. - Play the audio. - Have students notice the intonation. - 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 intonation first. - Listen to the audio again and repeat the intonation.	DCR.
	2. Chant. Turn to page 125. (CD2 Track 36)	- Write the examples on the board. - Play the audio (using DCR). - Have the students listen to the chant.	- Follow their teacher's instructions.	Audio DCR

		- 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.	- Listen to the chant. - Listen and repeat the sentences. - Listen to the chant again. - Listen and chant.	
10 minutes	III.Listening *To help students identify the people and things in the story and practice listening and number the correct words. 1. Describe the comic. Use the new words. Listen. (CD2 Track 37)	- Introduce the situation: “Children are at home...” - Have students look at the story and ask these questions: • Who can you see? (Alfie, Tom, Lucy, Ben) • Where are they? (at home) • What are they talking about? (their feelings) - Play audio and have students look and listen.	- Listen to their teacher’s introduction about the situation. - Look at the story and answer their teacher’s questions. - Listen to the story.	DCR Audio
	2. Listen and write. (CD2 Track 38)	- Play audio and demonstrate the activity using the example. - Play audio and have students listen and write. - Play audio again and check answers as a whole class.	- Listen and follow their teacher’s demonstration. - Listen to the story and number. - 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 Objectives: 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 the students review the lesson by rearranging the sentences to make a meaningful conversation.	Consolidation - Ask the students to work in groups of four or five students. - Give each group a set of sentences and ask them to make a meaningful conversation. - Give them enough time to rearrange the given sentences. - Invite each group to present their answer. - Have other groups comment and give the correct answer if any. - Check the students' answers as a whole class.	- Work in groups to complete the task. - Make a meaningful conversation from the given sentences. - Present their answer in front of the class. - Give comments to other groups.	
		Homework Assignment - Require the students to do exercises on page 44 in the Workbook. - Ask them to prepare Parts E and F, Lesson 5, Unit 2.3 on page 69 in the Student's Book.	- Follow their teacher's instructions. - Do homework and prepare the new lesson.	Workbook.

*** 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: 20 - **Period:** 78

UNIT 5 – HEALTH

Lesson 2.3 (page 69)

1. Objectives:

- Knowledge: By the end of this lesson, students will be able to say how they feel correctly.
- + 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 contents	Teaching activities		Materials
		Teacher's activities	Students' activities	

5 minutes	I.Warm up: *To help the students review the structure “ <i>How do you feel? – I feel weak.</i> ” and lead in the new lesson. Review the previous lesson	- 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.	- Listen. - Follow their teacher’s instructions before playing the game. Play the game.	
10 minutes	II.Practice 1 *To help students recognize the sentence pattern and say how they feel correctly. Present the sentence pattern.	- Use DCR on Eduhome to show the class the sentence structure on Part E, page 69 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
10 minutes	III.Practice 2 *To practice saying how they feel 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.	- Work with their partner to complete the task. - Follow their teacher’s instructions. - Present their work in front of the class.	
	2. List other special dates you know. Practice again.	- Have students work in the same pairs. - Have pairs list other health problems 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 in pairs to complete the task. - Follow their teacher’s instructions.	
	Extra practice.	- Divide the class into two teams. - Show a flashcard to the class. - Have Team A ask the question and Team B answer. - Swap roles and repeat. - e.g. (Teacher shows flashcard "sleepy.") • Team A: "How do you feel?" • Team B: "I feel sleepy."	- Work with their teammates to complete the task. - Follow their teacher’s instructions. - Make questions or answer the questions from the other team.	

5 minutes	IV.Production: *To help them say how they feel. Ask and answer questions about how they feel.	- Have students look at the example. - Divide the class into pairs. - Have Student A ask a question about how they feel, and have Student B answer. - Swap roles and repeat. - Afterwards, have some pairs demonstrate the activity in front of the class.	- Do as guided. - Work in pairs.	
5 minutes	V.Consolidation and homework assignment *To help students remember the target sentence structure.	Consolidation - Have the students play the game “Treasure Hunter”. - Explain the rules, students need to pass the challenge to move closer to the treasure. For each challenge, students need to make a sentence correctly, if not they cannot move, which team moves to the treasure first is the winner. - Divide the class into 2 teams. - Show the flashcard and ask “How do you feel” - The first team answers correctly to get one point. - Correct students' answers.	- Play the game. - Follow their teacher’s instructions before playing the game. - Make a sentence - Join the game	Flashcards
		Homework Assignment - Require the students to practice the structure at home. - Ask them to prepare Parts A and B, Lesson 3, Unit 5 on page 70 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: 20 - **Period:** 79

UNIT 5 – HEALTH

Lesson 3.1 (page 70)

1. Objectives:

- Knowledge: By the end of this lesson, students will be able to give advice about health problems.

+Vocabulary: *see a dentist, take some medicine, get some rest, stay up late, take a bath, skip breakfast*

+ *Sentence patterns: You should see a dentist.*

You shouldn't stay up late.

- 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: Option "Dr. Mario Clinic" game. *To review vocabulary items related to health advice, generate students' interests and lead in the new lesson.	- Explain the rules to the students: students can pick up the virus and answer the question, if they get the correct answer, they will earn one point, and by the end of the game, which team has the most points is the winner. - Divide the class into two teams. - Ask students to pick up one virus and answer the question behind it. - Have a student read and choose the correct answer. - Score students' correct answers. - Congratulate the winning team and praise all students for participating. - Lead to the new lesson	- Follow and do as guided. - Join the game	Projector
10 minutes	II.Presentation & Practice * To help students recognize and give advice about health problems. 1. Listen and point. Repeat. (CD2 Track 39)	- Arrange the flashcards (<i>new words related to health advice</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

	2. Play the <i>Guess game</i>.	- Arrange the flashcards on the board and write a number under each card. - Have students look at the flashcards for the count of ten. - Turn the flashcards over to face the board when the students are not looking. - Call out a number and have students take turns to guess the face-down card. Turn the card over after each guess.	- Play individually. - Follow their teacher's instructions. - Show the flashcard to his/her friend and hide it again. - Let his/her friends try to guess the new word. - Repeat.	
10 minutes	III.Presentation & Practice Objectives: *To practice making and responding to requests for help correctly. 1. Listen and practice. (CD2 Track 40)	- Use DCR to show the useful language and have students look and read the useful language silently. - Explain that we often use this to give advice to people about health problems. - Play audio. Have students listen to useful language. - Have students practice the useful language. - Have students practice using vocabulary from Part A. - Go around the class and support them if necessary.	- Look and read the useful language silently. - Listen to the teacher's explanation. - Listen and look at the useful language again. - Work in pairs and practice useful language. - Use the new words from Part A when practicing the useful language.	DCR Audio.
	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
5 minutes	IV.Production Objectives: To help them give advice about health problems confidently. Body language activity	- Ask students to use their reading body language experience - Demonstrate some activities that are connected to advise health problems (drink medicine, do exercise, do not stay up late,...) - Divide the class into 2 teams - Have a student stand facing away from the board and stick a flashcard on the board behind them.	- Follow and do as guided. - Join the game.	

		- Have someone from the same team use body language to explain the flashcard. - Have the student try to guess the answer. - 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 vocabulary items.	Consolidation - Play the “The best doctor” game. - Invite a student to be a doctor and a student to be a patient. Then make a conversation Example: Doctor: “What’s wrong?” or “How do you feel?” Patient: “I have a toothache.” - “I feel sore” Doctor: “You should see drink medicine.” - Have teams take turns and practice conversation.	- Do as guided. - Play the game.	
		Homework Assignment - Require the students to do exercises on page 47 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 3.2, Unit 5 on page 71 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: 20 - **Period:** 80

UNIT 5 – HEALTH
Lesson 3.2 (page 71)

1. Objectives

By the end of this lesson, students will be able to practice the /st/ sound and conversations to give advice about health problems.

Vocabulary: *see a dentist, take some medicine, get some rest, stay up late, take a bath, skip breakfast.*

Sentence patterns: *You should see a dentist.*

You shouldn't stay up late.

Skills: Listening, Reading, Writing, and Speaking.

2. Teaching – Studying aids:

● Teacher's aids: Student's Book, Class CDs, Flashcards, DCR & DHA

● Student's aids: Student's Book, Workbook, Notebook.

3. Procedures

Time	Teaching contents	Teaching activities		Materials
		Teacher's activities	Students' activities	
5'	1. Warm up	Review the previous lesson - 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 their teacher's instructions before playing the game. - Join the game.	
10'	2. Pronunciation To help students practice the /st/ sound.	1. Listen and repeat. - Draw attention to the /st/ sound using DCR. - Briefly explain and demonstrate the /st/ sound. - Play the audio. - Have students notice the /st/ sound. - 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 intonation first. - Listen to the audio again and repeat the intonation.	DCR
		2. Chant. Turn to page 125. (CD2 Track 42) - 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 /st/ sound and have the students listen and repeat. - Follow the same procedure with the other sentence. - 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'	3. Listening To help students identify the people and things in the story and practice listening	1. Describe the comic. Use the new words. Listen. (CD2 Track 43) - Introduce the situation: "Alfie helps the children..." - Have students look at the story and ask these questions: - Play audio and have students look and listen	- Listen to their teacher's introduction about the situation. - Look at the story and answer their teacher's questions. - Listen to the story.	DCR

	and writing the correct words.	2. Listen and number. - Play audio and demonstrate the activity using the example. - Play audio and have students listen and circle. - 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 and check as a whole class.	
		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'	4. Production To help them practice the stories and use their own ideas.	Use DHA on Eduhome. Open DHA (Unit 5 – Lesson 3) 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
5'	5. Consolidation and homework assignment To help the students review the lesson by rearranging the sentences to make a meaningful conversation.	Consolidation - Ask the students to work in groups of four or five students. - Check the students' answers as a whole class. Homework Assignment - Require the students to do exercises on page 47 in the Workbook. - Ask them to prepare Parts E and F,	- Work in groups to complete the task. - Present their answer in front of the class. - Give comments to other groups. - Follow their teacher's instructions.- Do homework	

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:.....