

**UNIT 5 – HEALTH**  
**Lesson 3.3 (page 72)**

**1. Objectives**

By the end of this lesson, students will be able to talk about health problems and give health advice correctly.

**Language knowledge and skills**

**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 aids and materials**

- **Teacher's aids:** Tiếng Anh 5 i-Learn Smart Start Student's Book and Teacher's book, Class CDs, Flashcards, DCR & DHA on Eduhome, Projector/Interactive Whiteboard /TV (if any), PowerPoint slides.

- **Students' aids:** Tiếng Anh 5 i-Learn Smart Start Student's Book, Workbook, Notebook.

**3. Procedures**

Time	Teaching contents	Teaching activities		Materials
		Teacher's activities	Students' activities	
5'	<b>I/ Warm up</b> To help the students review the structure " <i>You don't look well – You should get some rest</i> " and lead in the new lesson.	Playing the game: "What's my task?".	Students play games	
10'	<b>II/ Practice 1</b> To help students recognize the sentence pattern and ask and give health advice correctly	<ul style="list-style-type: none"><li>- Introduce the concept of the game and explain how it will help students practice and reinforce their vocabulary about health advice.</li><li>- Have each student pick a card without looking at it and attach it to their headband or clip it where they can't see it but others can. Students spread out around the classroom or playing area.</li><li>On "go," students circulate the room asking yes or no questions to figure out what task is written on their card. For example, a student might ask, "Is my task something you do outside?" or "Do I need to see someone?"</li></ul>	<ul style="list-style-type: none"><li>- Listen.</li><li>- Follow their teacher's instructions before playing the game.</li><li>- Play the game.</li></ul>	

		The goal is to guess their own task as quickly as possible. - Once they guess correctly, they go to the teacher to verify and discuss the task briefly.		
10'	<b>III/ Practice 2</b> To practice asking and giving health advice correctly by using the given words	<p><b>1. Point, ask, and answer.</b></p> <ul style="list-style-type: none"> <li>- Divide the class into two pairs.</li> <li>- Demonstrate the activity using the speech bubbles.</li> <li>- Have Student A point and ask, and have Student B answer.</li> <li>- Swap roles and repeat.</li> </ul> <p><b>2. List other health advice you know. Practice again.</b></p> <ul style="list-style-type: none"> <li>- Have students work in the same pairs.</li> <li>- Have pairs list other health advice they</li> <li>- Have pairs practice the activity again. Have Student A ask, and have Student B answer.</li> <li>- Swap roles and repeat.</li> </ul>	<ul style="list-style-type: none"> <li>- Work with their partner to complete the task.</li> <li>- Follow their teacher's instructions.</li> <li>- Present their work in front of the class.</li> <li>- Work in pairs to complete the task.</li> <li>- Follow their teacher's instructions.</li> </ul>	
5'	<b>IV/ Production</b> To help them ask and give health advice correctly.	<b>Use DHA on Eduhome.</b>	<ul style="list-style-type: none"> <li>- Follow their teacher's instructions.</li> <li>- Play the game with the whole class.</li> </ul>	
5'	<b>V/ Consolidation and homework</b> To help students remember the target sentence structure.	<ul style="list-style-type: none"> <li>- Have the students play the game <b>“Task Toss-Up”</b>.</li> <li>- Introduce the game and its rules: Teams will compete to quickly identify and act out the tasks from the cards when the ball comes to them.</li> <li>- Divide students into two teams.</li> <li>- Have each team line up on opposite sides of the room facing each other.</li> <li>- Continue alternating turns between teams.</li> </ul>	<ul style="list-style-type: none"> <li>- Play the game.</li> <li>- Follow their teacher's instructions before playing the game.</li> </ul>	

#### 4. 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:

**UNIT 5 – HEALTH**  
**Lesson 1 – CLIL (page 73)**

**1. Objectives**

By the end of this lesson, students will be able to give advice about how to be healthy.

**Vocabulary:** *do exercise, eat fast food, eat vegetables, wash your hands, play outside, eat too much.*

**Sentence patterns:** *What should I do to be healthy?*

*You should do exercise. You shouldn't eat fast food.*

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

**2. Teaching aids and materials**

- **Teacher's aids:** Tiếng Anh 5 i-Learn Smart Start Student's Book and Teacher's book, Class CDs, Flashcards, DCR & DHA on Eduhome, Projector/Interactive Whiteboard /TV (if any), PowerPoint slides.

- **Students' aids:** Tiếng Anh 5 i-Learn Smart Start Student's Book, Workbook, Notebook.

**3. Procedures**

a.

Time	Teaching contents	Teaching activities		Materials
		Teacher's activities	Students' activities	
5'	<b>I/ Warm up</b> To review vocabulary items related to specific health problems, generate students' interests, and lead in the new lesson.	Reviewing the previous lesson or playing the “Health advice bingo” game.	Play game: Bingo	
10'	<b>II/ Presentation &amp; Practice</b>	<b>Option 1: "Review the previous lesson"</b> <ul style="list-style-type: none"> <li>- Write the vocabulary from the previous lesson on the board.</li> <li>- Have students read the words on the board.</li> <li>- Write the useful language from the previous lesson on the board.</li> <li>- Have students read the sentences on the board.</li> <li>- Have some students practice using the vocabulary and useful language in front of the class</li> </ul>	<ul style="list-style-type: none"> <li>- Follow and do as guided.</li> </ul>	
10'	<b>III/ Presentation &amp; Practice</b> To help students recognize and give advice on how to be healthy.	<b>1. Listen and point. Repeat. (CD2 Track 45)</b> <ul style="list-style-type: none"> <li>- Arrange the flashcards (<i>new words related to specific holiday activities</i>) on the board.</li> <li>- Ask the students to listen and pay attention.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen and follow their teacher's instructions.</li> <li>- Point to the pictures in their Student's Books.</li> <li>- Listen and repeat.</li> </ul>	

		<ul style="list-style-type: none"> <li>- Use DCR on Eduhome to play the audio and point to each flashcard.</li> <li>- Then play the audio again and have them point to the pictures in their Student's Books.</li> <li>- Play the audio and require them to listen and repeat.</li> <li>- Help them with their pronunciation if necessary.</li> <li>- 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.</li> <li>- Walk around the class and support them if needed.</li> </ul> <p><b>2. Play <i>Board race</i>.</b></p> <ul style="list-style-type: none"> <li>- Have students look at the example.</li> <li>- Divide the class into teams and have one student from each team stand a distance from the board.</li> <li>- Stick two flashcards on the board and then say one of the new words aloud.</li> <li>4. Have the students race to the board, touch that flashcard, and repeat the new word.</li> </ul>	<ul style="list-style-type: none"> <li>- Work with their partner to complete the task.</li> <li>- Play with their teammates.</li> <li>- Follow their teacher's instructions.</li> <li>- Join the game.</li> </ul>	
10'	<p><b>III/ Production</b> To help them talk about what people should do to be healthy confidently.</p>	<p><b>Use DHA on Eduhome</b></p> <ul style="list-style-type: none"> <li>- Open DHA (Unit 5 – Lesson CLIL) on Eduhome to help students review the vocabulary through games: Look and find, Listen and find, and Grammar.</li> </ul>	<ul style="list-style-type: none"> <li>- Follow their teacher's instructions.</li> <li>- Play the game with the whole class.</li> </ul>	DHA on Eduhome
5'	<p><b>IV/ Consolidation and homework assignment</b> To help students remember and pronounce vocabulary items with the structure.</p>	<p><b>Consolidation</b></p> <ul style="list-style-type: none"> <li>- Play the “<b>Heath advice race to respond</b>” game.</li> </ul> <p><b>Homework Assignment</b></p> <ul style="list-style-type: none"> <li>- Require the students to do exercise A on page 48 in the Workbook.</li> <li>- Have them copy letters and structure in their Tiếng Anh 5 I-Learn Smart Start Notebook.</li> <li>- Ask them to prepare Parts C and D, Lesson 1 on page 74 in the Student's Book.</li> </ul>	<ul style="list-style-type: none"> <li>- Do as guided.</li> <li>- Play the game.</li> <li>- Follow their teacher's instructions.</li> <li>- Do homework, copy the new words, and prepare for the new lesson.</li> </ul>	

#### 4. 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:

**UNIT 5 – HEALTH**  
**Lesson 4.2 – CLIL (page 74)**

**1. Objectives**

By the end of this lesson, students will be able to review the target language and familiarize themselves with aspect of how to be healthy at school in the UK and practice reading comprehension.

**a. Language knowledge and skills**

**Vocabulary:** *do exercise, eat fast food, eat vegetables, wash your hands, play outside, eat too much.*

**Sentence patterns:** *What should I do to be healthy?*

*You should do exercise. You shouldn't eat fast food.*

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

**b. Competences**

**Self-control and independent learning:** review the target language and familiarize themselves with aspect of how to be healthy at school in the UK and practice reading comprehension.

**Communication and collaboration:** work in pairs or groups to talk about what people should do to be healthy.

**Critical thinking and creativity:** learn how to talk about what people should do to be healthy correctly and fluently.

**c. Attributes**

**Kindness:** support their friends to complete the learning tasks or play the games.

**Diligence:** focus on the lesson and work hard to complete all the tasks.

**Honesty:** play fair.

**Accountability:** appreciate kindness, diligence, and honesty.

**2. Teaching aids and materials**

- **Teacher's aids:** Tiếng Anh 5 i-Learn Smart Start Student's Book and Teacher's book, Class CDs, Flashcards, DCR & DHA on Eduhome, Projector/Interactive Whiteboard /TV (if any), PowerPoint slides.

- **Students' aids:** Tiếng Anh 5 i-Learn Smart Start Student's Book, Workbook, Notebook.

**3. Procedures**

**A. Warm-up (5 minutes)**

b. **Objectives:** To review vocabulary items related to specific health advice, generate students' interests and lead in the new lesson.

c. **Content:** Playing the game: “**Health advice mixer**”

d. **Expected outcomes and assessment.**

- Task completed with excellence: Students can say the words quickly and correctly.

- Task completed: Students can say the words.

- Task uncompleted: Students pronounce the words incorrectly.

e. **Organization**

Teacher's activities	Students' activities
<p><b>Option 1: Play the <i>Health advice mixer</i> game.</b></p> <ul style="list-style-type: none"><li>- Explain the game rules and the goal of matching activity cards with the correct health advice cards.</li><li>- Shuffle all the flashcards and distribute an equal number of activity cards to students, keeping the health advice cards separate.</li><li>- Place the health advice cards spread out on tables or pin them to a bulletin board around the room.</li></ul>	<ul style="list-style-type: none"><li>- Follow their teacher's instructions before playing the game.</li><li>- Join the game.</li></ul>

<ul style="list-style-type: none"> <li>- Students walk around the room with their activity cards, trying to find the health advice card that matches their activity.</li> <li>- When a student believes they have found a match, they must approach the teacher or a designated student judge and use the phrase in a sentence to explain why it matches, such as "People shouldn't eat fast food because it's not healthy." – "You should play outside and staying up late makes you sleepy"</li> <li>- If the match is correct and the explanation is satisfactory, they can pin or place their activity card with the health advice card.</li> <li>- Continue until all matches are made.</li> </ul>	
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**B. Main Lesson.**

**1. Reading** (10 minutes)

a. **Objectives:** To help students read the text, fill in the correct answers, and listen to a dialogue.

b. **Contents:** Reading, Listening and Speaking.

c. **Expected outcomes and assessment.**

- Task completed with excellence: Students can students read the text, fill in the correct answers and listen to a dialogue correctly and fluently.
- Task completed: Students can students read the text, fill in the correct answers and listen to a dialogue correctly and fluently.
- Task uncompleted: Students fail to read the text, circle the correct answers and listen to a dialogue correctly and fluently.

d. **Organization**

Teacher's activities	Students' activities
<p><b>1. Read and fill in the blanks.</b></p> <ul style="list-style-type: none"> <li>- Have students read the text individually.</li> <li>- Read the text as a whole class.</li> <li>- Demonstrate the activity using the example.</li> <li>- Have students read and fill in the blanks.</li> <li>- Check answers as a whole class.</li> </ul>	<ul style="list-style-type: none"> <li>- Read the text individually.</li> <li>- Listen.</li> <li>- Read and fill in.</li> </ul>
<p><b>2. Listen and read.</b> (CD2 Track 47)</p> <ul style="list-style-type: none"> <li>- Play audio and have students listen and read.</li> </ul>	<ul style="list-style-type: none"> <li>- Follow their teacher's instructions.</li> <li>- Listen and read.</li> </ul>

**2. Listening** (10 minutes)

a. **Objectives:** To help students identify the people and things in the story and practice listening and writing the correct words.

b. **Contents:** Listening, speaking, and writing

c. **Expected outcomes and assessment.**

- Task completed with excellence: Students can understand the story and write the correct words.
- Task completed: Students can understand the story and write the correct words.
- Task uncompleted: Students fail to understand the story and write the correct words.

d. **Organization:**

Teacher's activities	Students' activities
<p><b>D. 1. Look and listen.</b> (CD2 Track 48)</p> <ul style="list-style-type: none"> <li>- Have students look at the script and pictures and ask these questions: <ul style="list-style-type: none"> <li>• What are they talking about? (health advice)</li> <li>• What can you see in the pictures? (Students are growing food in the school garden.)</li> </ul> </li> <li>- Play audio and have students look and listen.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to their teacher's introduction about the situation.</li> <li>- Look at the story and answer their teacher's questions.</li> <li>- Listen to the story.</li> </ul>
<p><b>2. Listen and write.</b> (CD2 Track 49)</p>	

<ul style="list-style-type: none"> <li>- Have students look at the sentences.</li> <li>- Play audio and demonstrate the activity using the example.</li> <li>- Play audio and have students listen and write.</li> <li>- Play audio again and check answers as a whole class.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen and follow their teacher's demonstration.</li> <li>- Listen to the story and write.</li> <li>- Listen to the story again and check the answers as a whole class.</li> </ul>
<p><b>3. Now, practice saying the sentences above.</b></p> <ul style="list-style-type: none"> <li>- Divide the class into pairs.</li> <li>- Have students practice saying the sentences with their partners.</li> <li>- Have some pairs demonstrate the activity in front of the class.</li> </ul>	<ul style="list-style-type: none"> <li>- Work with their partner to complete the task.</li> <li>- Practice saying the sentences.</li> <li>- Demonstrate the activity in front of the class.</li> </ul>

### 3. Production (5 minutes)

- Objectives:** To help them practice the stories and use their own ideas.
- Content:** Working with their partners.
- Expected outcomes and assessment.**
  - Task completed with excellence: Students can practice and use their own ideas to make a story naturally.
  - Task completed: Students can practice and use their own ideas to make a story.
  - Task uncompleted: Students cannot practice and use their own ideas to make a story.
- Organization**

Teacher's activities	Students' activities
<p><b>Option 1: Make their own stories.</b></p> <ul style="list-style-type: none"> <li>- Have the students work in pairs to complete the task.</li> <li>- Ask them to choose one of the stories from <i>Part 2 – Listen and write</i> as a sample.</li> <li>- Give the students enough time to make their stories using their own ideas.</li> <li>- Walk around the class and support them if necessary.</li> <li>- Invite some pairs to present their stories in front of the class.</li> <li>- Help the students with feedback and correct them if any.</li> </ul>	<ul style="list-style-type: none"> <li>- Work with their partner to complete the task.</li> <li>- Choose one of the stories from <i>Part 2 – Listen and write</i> as a sample.</li> <li>- Make their stories using their own ideas.</li> <li>- Present their stories in front of the class.</li> </ul>
<p><b>Option 2: Use DHA on Eduhome.</b></p> <p>Open DHA (Unit 5 – Lesson 4) on Eduhome to help students review the vocabulary through games: Look and find, Listen and find, and Grammar.</p>	<ul style="list-style-type: none"> <li>- Follow their teacher's instructions.</li> <li>- Play the game with the whole class.</li> </ul>

### C. Consolidation and homework assignment (5 minutes)

- Objectives:** To help the students review the lesson by rearranging the sentences to make a meaningful conversation.
- Contents:** Making a conversation and assigning homework in the Workbook.
- Expected outcomes and assessment.**
- Task completed with excellence:** Students can rearrange the sentences to make a meaningful conversation correctly.
- Task completed: Students can rearrange the sentences to make a meaningful conversation.

- Task uncompleted: Students fail to rearrange the sentences to make a meaningful conversation.

#### e. Organization

Teacher's activities	Students' activities
<p><b>Consolidation</b></p> <ul style="list-style-type: none"> <li>- Ask the students to work in groups of four or five students.</li> <li>- Give each group a set of sentences and ask them to make a meaningful conversation.</li> <li>- Give them enough time to rearrange the given sentences.</li> <li>- Invite each group to present their answer.</li> <li>- Have other groups comment and give the correct answer if any.</li> <li>- Check the students' answers as a whole class.</li> </ul>	<ul style="list-style-type: none"> <li>- Work in groups to complete the task.</li> <li>- Make a meaningful conversation from the given sentences.</li> <li>- Present their answer in front of the class.</li> <li>- Give comments to other groups.</li> </ul>
<p><b>Homework Assignment</b></p> <ul style="list-style-type: none"> <li>- Require the students to do exercises on page 48 in the Workbook.</li> <li>- Ask them to prepare Parts E and F, Lesson 2, Unit 5 on page 75 in the Student's Book.</li> </ul>	<ul style="list-style-type: none"> <li>- Follow their teacher's instructions.</li> <li>- Do homework and prepare for the new lesson.</li> </ul>

#### 4. Reflection

g. What I liked most about this lesson today:

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h. What I learned from this lesson today:

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i. What I should improve for this lesson next time:

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**UNIT 5 – HEALTH**  
**Lesson 4.3 - CLIL (page 75)**

**1. Objectives**

By the end of this lesson, students will be able to review the target language and familiarize themselves with aspects of how to be healthy at school in Vietnam and practice reading comprehension.

**Vocabulary:** *do exercise, eat fast food, eat vegetables, wash your hands, play outside, eat too much.*

**Sentence patterns:** *What should I do to be healthy?*

*You should do exercise. You shouldn't eat fast food.*

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

**2. Teaching aids and materials**

- **Teacher's aids:** Tiếng Anh 5 i-Learn Smart Start Student's Book and Teacher's book, Class CDs, Flashcards, DCR & DHA on Eduhome, Projector/Interactive Whiteboard /TV (if any), PowerPoint slides.

- **Students' aids:** Tiếng Anh 5 i-Learn Smart Start Student's Book, Workbook, Notebook.

**3. Procedures**

Time	Teaching contents	Teaching activities		Materials
		Teacher's activities	Students' activities	
5'	<b>I/ Warm up:</b> To help the students review the structure “ <i>You should play outside – You shouldn't eat fast food.</i> ” and lead in the new lesson.	Playing the game: “Health Advice Pictionary Relay”.	<ul style="list-style-type: none"> <li>- Listen.</li> <li>- Follow their teacher's instructions before playing the game.</li> </ul> Play the game.	
10'	<b>II/ Reading</b> To help students read and answer the questions correctly.	<b>Present the sentence pattern.</b> <ul style="list-style-type: none"> <li>- Use DCR on Eduhome to show the class the reading on Part E, page 74 in their Student's Book.</li> </ul> <b>Part E 1. Read and answer the questions.</b> <ul style="list-style-type: none"> <li>- Have students read the text individually.</li> <li>- Read the text as a whole class.</li> <li>- Demonstrate the activity using the example.</li> <li>- Have students read and circle <i>True</i> or <i>False</i>.</li> <li>- Check answers as a whole class</li> </ul> <b>2. Listen and read.</b> (CD2 Track 50) <ul style="list-style-type: none"> <li>- Play audio and have students listen and read.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen and follow their teacher's instructions.</li> <li>- Work with their partner to complete the task.</li> <li>- Follow their teacher's instructions.</li> <li>- Check.</li> <li>- Follow their teacher's instructions.</li> </ul>	

10'	<b>III/ Writing</b> To practice reading and writing skills using the given words.	<b>F. Look at C and E. Write about the way you learned to be healthy.</b> - Have students read the text in Part E again. - Have students fill in the blanks to make their own paragraphs about what they learned in science class. - Check the answers / give suggested answers.	- Read the text. - Follow their teacher's instructions. - Fill in the blanks. - Check the answers/ Take notes on the suggested answers	
5'	<b>IV/ Production</b> To help them give advice about how to be healthy. / To use the target language.	<b>Use DHA on Eduhome.</b> - Open DHA (Unit 5 – Lesson 4) on Eduhome to help students review 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'	<b>V/ Consolidation and homework assignment</b> To help students remember the target sentence structure.	<b>Consolidation</b> - Play the “Health advice task cards” game. - Have the students play the game “Health advice task cards”.  <b>Homework Assignment</b> - Require the students to practice the structure at home. - Ask them to prepare Parts A and B, Review and practice, Unit 5 on page 76 in the Student’s Book.	- Play the game. - Follow their teacher's instructions before playing the game.  - Practice the structure at home.  - Prepare the new lesson.	

#### 4. Reflection

j. What I liked most about this lesson today:

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k. What I learned from this lesson today:

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l. What I should improve for this lesson next time:

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