

UNIT 5 – HEALTH
Review and Practice 1 (page 76)

1. Objectives

By the end of this lesson, students will be able to review asking and answering about people's health problems, talking about how they feel and giving health advice.

Vocabulary: *the flu, chickenpox, a toothache, a stomachache, a headache, an earache, terrible, sleepy, weak, sick, sore, stuffed up, see a dentist, take some medicine, get some rest, stay up late, take a bath, skip breakfast, do exercise, eat fast food, eat vegetables, wash your hands, play outside, eat too much.*

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

How do you feel? - I feel weak. - That's too bad.

You should see a dentist. - You shouldn't stay up late.

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'	I/ Warm up: To help the students review the previous lessons, generate the students' interests, and lead in the Review and Practice lesson.	Play the Disappearing Cards game. - Put a selection of flashcards in a line on the board. - Get the students to name them in order. - When they can do this activity easily, start to turn the flashcards over so that they have to remember the sequence.	- Look at the flashcards on the board. - Name the flashcards in order. - Try to remember the flashcard's sequence.	
7'	II/ Practice 1 To practice their listening skill by matching correct answers.	A. Listen and match. (CD2 Track 51) - Have students look at the pictures and call out the activities, feelings, and objects they can see. - Play audio and demonstrate the activity using the example. - Play audio. Have students listen and match. - Play audio again and check answers as a whole class	- Listen to the text. - Listen and match. - Check the answers.	
8'	III/ Practice 2 To practice their reading skills by	B. Look and read. Write the correct words. There is an example.		

	writing the correct words.	<ul style="list-style-type: none"> - Demonstrate the activity using the example. - Have students look at the pictures, read the sentences, and write the correct words on the lines. - Check answers as a whole class. - Afterward, have some students read their answers to the class 	<ul style="list-style-type: none"> - Listen. - Read and write. <ul style="list-style-type: none"> - Check the answer. 	
10'	IV/ Production To help them remember the vocabulary and sentence pattern.	<p>Ask and answer.</p> <ul style="list-style-type: none"> - Let the class work in pairs to complete the task. - Have the students practice using the structures: <ol style="list-style-type: none"> 1. <i>What's wrong? - I have a stomachache.</i> 2. <i>How do you feel? I feel weak. - That's too bad.</i> 3. <i>You should see a dentist. You shouldn't stay up late.</i> 4. <i>What should I do to be healthy? You should do exercise. You shouldn't eat fast food.</i> - Show the flashcards to the class. - Require them to look at the flashcards and use the appropriate structures to ask their friends. - Monitor the class and support them if necessary. 	Work with their partner to complete the task. Follow their teacher's instructions.	
5'	V/ Consolidation and homework To help the students memorize the key language structures they learned.	<p>Consolidation</p> <ul style="list-style-type: none"> - Give the students enough time to memorize the target language structures they learned. - Ask some students to say the language structures in front of the class. - Correct the students if needed. <p>Homework Assignment</p> <ul style="list-style-type: none"> - Ask students to do the exercises on pages 49, and 77 in the Workbook. - Have Ss do the exercises in TA5 i-Learn Smart Start Notebook. 	<p>Look at the flashcards and use the appropriate structures to ask their friends.</p> <ul style="list-style-type: none"> - Memorize the target language structures they learned. - Present the language structures in front of the class. - Follow their teacher's instructions. - Do homework and prepare for the new lesson. 	

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
Review and Practice 2 (page 77)

1. Objectives

By the end of this lesson, students will review asking and answering about people's health problems, talking about how they feel and giving health advice.

Vocabulary: *the flu, chickenpox, a toothache, a stomachache, a headache, an earache, terrible, sleepy, weak, sick, sore, stuffed up, see a dentist, take some medicine, get some rest, stay up late, take a bath, skip breakfast, do exercise, eat fast food, eat vegetables, wash your hands, play outside, eat too much.*

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

How do you feel? - I feel weak. - That's too bad.

You should see a dentist. - You shouldn't stay up late.

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'	I/ Warm up: To help the students review the previous lessons, generate the students' interests, and lead in the Review and Practice lesson.	Playing the Repeating game. - Put a selection of flashcards about different health advice 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.	- 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.	Flashcards
5'	II/ Practice 1: To help the students identify the text and write about the ways they learned to be healthy.	C. Write advice for staying healthy. - Use DCR on Eduhome to show the class the content of the example text on page 77. - Point to text and ask some questions. <i>What should we do to be healthy? What shouldn't we do to be healthy?</i> - Walk around the class and support them if needed.	- Look at the picture on page 77. - Look at the text and answer their teacher's questions.	

<u>10'</u>	<p><u>III/ Practice 2:</u> To help the students identify the pictures and get some general ideas before playing the game.</p>	<p>D. Play the <i>Board</i> game.</p> <ul style="list-style-type: none"> - Divide the class into groups of four with two pairs in each group. - Have pairs play rock, paper, scissors to see which pair goes first. - Have the winning pair choose a block, match the symbol to the useful language, and then ask and answer using the picture. - Have the pair mark that block as theirs if they use the useful language correctly. - Have pairs take turns. <p>The other first wins the game.</p>	<ul style="list-style-type: none"> - Work in groups to complete the task. - Follow their teacher's instructions before playing the game. - Play rock, paper, scissors to start the game. - Look at the pictures to make the correct language structures to ask their friends. 	
<u>10'</u>	<p><u>IV/ Production:</u> To help them remember the vocabulary and sentence pattern.</p>	<p>Ask and answer.</p> <ul style="list-style-type: none"> - Let the class work in pairs to complete the task. <ul style="list-style-type: none"> - Have the students practice using the structures: - Show the flashcards to the class. - Require them to look at the flashcards and use the appropriate structures to ask their friends. 	<ul style="list-style-type: none"> - Work with their partner to complete the task. - Follow their teacher's instructions. - Look at the flashcards and use the appropriate structures to ask their friends. 	
<u>5'</u>	<p><u>V/ Consolidation and homework</u> To help the students memorize the key language structures they learned.</p>	<p>Consolidation</p> <ul style="list-style-type: none"> - Give the students enough time to memorize the target language structures they learned. - Ask some students to say the language structures in front of the class. - Correct the students if needed. <p>Homework Assignment</p> <ul style="list-style-type: none"> - Ask them to prepare Unit 6 – Lesson 1 on page 78 in the Student's Book. - Ask them to do the exercises in Tiếng Anh 5 i-Learn Smart Start Notebook. 	<ul style="list-style-type: none"> - Memorize the target language structures they learned. - Present the language structures in front of the class. - Prepare the new lesson. 	

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 6 – FOOD AND DRINKS
 Lesson 1.1 (page 78)

1. Objectives

By the end of this lesson, students will be able to say what they need to cook something.

Vocabulary: sugar, butter, flour, chocolate chip, oil, milk.

Sentence pattern: I need a little butter.

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, 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'	I/ Warm up To review the sentence structure about how to be healthy, generate students' interests and lead in the new lesson.	Warmer Running dictation Stick some sentences on the walls in the class. - Have students work in pairs. - One runs and finds the sentences around him/ her, then turns back to his pair and tells what he/ she has seen. E.g., <i>You should do exercise.</i> - His/ Her friend writes down the sentence he/ she has heard.	- Follow and do as guided.	Pictures
10'	II/ Presentation and Practice 1 To help students recognize and say the different food and drinks.	A. 1. Listen and point. Repeat. (CD2 Track 52) - Arrange the flashcards (<i>food and drinks</i>) on the board. - Ask the students to listen and pay their attention. - Use DCR on Eduhome to play the audio and point to each flashcard. - Play the audio and require them to listen and repeat. - Help them with their pronunciation if necessary. - Have the class work in pairs. - 2. Play Flashcard Peek. - Have one student come to the front of the class. - Hold one flashcard facing your body so no one can see it.	- Listen and follow their teacher's instructions. - Point to the pictures in their Student's Book. - Listen and repeat. - Work with their partner to complete the task. - Play individually. - Follow their teacher's instructions.	DCR on Eduhome Flashcards

		<ul style="list-style-type: none"> - Very quickly show the flashcard to the student and hide it again. - Have the student guess the new word on the flashcard. 		
10'	III/ Presentation and Practice 2 To practice identifying quantifiers: a lot of, some, a little, a few correctly.	<p>B. 1. Listen and practice. (CD2 Track 53)</p> <ul style="list-style-type: none"> - Use DCR to show the useful language and have students look and read the useful language silently. - Explain that we often use this to express the quantity. - Play the audio and have them practice the useful language. - Ask them to work in pairs and practice the useful language. - Require them to use the vocabulary from Part A. <p>Go around the class and support them if necessary.</p> <p>2. Look and write. Practice.</p> <ul style="list-style-type: none"> - Demonstrate the activity using the example. - Have the students look 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 some students share their answers with the class. - Have pairs practice saying the sentences. <p>Monitor the class and support if needed.</p>	<ul style="list-style-type: none"> - 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 the useful language. - Use the new words from Part A when practicing the useful language. - Look and write. - Work in pairs and check their partner's answers. - Listen and check. - Check the answers with the teacher and friends. <p>Practice saying</p>	
5'	IV/ Production To help them identify quantifiers confidently.	<p>Use DHA on Eduhome</p> <p>Open DHA (Unit 6 – Lesson 1) on Eduhome to help students review the vocabulary through games: Look and find, Listen and find, and Grammar.</p>	Follow their teacher's instructions. Play the game with the whole class.	
5'	V/ Consolidation and homework To help students remember and pronounce the vocabulary items.	<p>Consolidation</p> <ul style="list-style-type: none"> - Have the students play the game "Letter scramble". - Allow students to unscramble the words on their paper. <p>Homework Assignment</p> <ul style="list-style-type: none"> - Require the students to do exercises on page 52 in the Workbook. 	<ul style="list-style-type: none"> - Do as guided. - Play the game. 	

4. Reflection

1. What I liked most about this lesson today:
2. What I learned from this lesson today:
3. What I should improve for this lesson next time:

UNIT 6: FOOD AND DRINKS
Lesson 1.2 (SB page 79 + WB page 53)

1. Objectives:

- Knowledge: By the end of this lesson, students will be able to
- + Identify the sound changes and practice the conversations.
- + Use Vocabulary: sugar, butter, flour, chocolate chip, oil, milk.
- + Model sentences: I need a little butter
- Skills: Develop Listening, Reading, Writing, and Speaking.
- Attitude: Ss focus on the lesson, support their friends, and work hard to complete the learning tasks or play the games.

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 mins	I. Warm up: <i>* To review the vocabulary items about food and drinks, generate students' interests and lead in the new lesson.</i>	Play the Stop the bus game. <ul style="list-style-type: none"> - Put the students into teams of four. - Students listen to the teacher carefully. - Give an example for the first time you play. " U – S – A – R – G " (Sugar) - The first team to finish shouts 'Stop the Bus!'. - Check their answer and ask. 	<ul style="list-style-type: none"> - Listen to their teacher's instructions. 	Wordcards
10 mins	II. Presentation: C1. Listen and repeat <i>(CD2 Track 54)</i> <i>* To help students identify the sound changes and say it in the chant.</i>	<ul style="list-style-type: none"> -Draw attention to the sound changes using DCR. -Briefly explain and demonstrate the sound changes. -Play the audio. -Have students notice the sound changes. -Play the audio again. -Have the students listen and repeat. -Write the examples on the board. -Play the audio (using DCR). -Have the students listen to the chant. -Point and have the students listen and repeat. 	<ul style="list-style-type: none"> - Listen and follow their teacher's instructions. - Listen to the audio. - Listen and notice the sound changes first. <p>Listen again and repeat the sound changes.</p>	flashcards Student's book DCR on Eduhome CD
	III. Practice: D1. Describe the comic. Use the new	<ul style="list-style-type: none"> - Introduce the situation: "Lucy wants to make a cake..." 	<ul style="list-style-type: none"> -Listen to their teacher's introduction 	Student's book

10 mins	words. Listen (CD2 Track 56) <i>* To help students identify the people and things in the story and practice listening and writing the missing letters in the blanks.</i> 2. Listen and write. (CD2 Track 57) 3. Role play	- Have students look at the story and ask some questions. Play audio and have students look and listen. - Play the audio (using DCR) and demonstrate the activity using the example. - Play the audio and have students listen and write. Play the audio again and check answers as a whole class. - Divide the class into pairs. - Have the students practice saying the sentences. - Have some pairs demonstrate the activity in front of the class.	-Look at the story and answer the questions -Listen and follow to the story. -Listen and write. Listen to the story again and check the answers as a whole class. - Work in pairs	DCR on Eduhome Student's book
5 mins	IV. Production: Make their own stories. <i>* To help them practice the stories and use their own ideas.</i>	- Have Ss work in pairs. Ask them to choose one of the stories from <i>Part 2 – Listen and circle</i> as a sample. - Give Ss enough time to make their stories. Support if needed. - Invite some pairs to present in front of the class. Give feedback and correct.	- Work with their partner to complete the task. -Make their stories using their own ideas. -Present their stories in front of the class.	Student's book Notebook
5 mins	V.Consolidation – homelink: <i>* To help Ss review the lesson by rearranging the sentences to make a meaningful conversation.</i>	- Let Ss to work in groups of 4 or 5. Give each group a set of sentences and ask them to make a meaningful conversation. Check and correct. -Ask Ss to do exercises on page 53 in the WB and prepare Parts E and F for the next lesson.	-Work with their partner to complete the task. - Do homework, copy the new words, and prepare the new lesson.	Workbook Notebook

4. Reflection

1. What I liked most about this lesson today:
2. What I learned from this lesson today:
3. What I should improve for this lesson next time: