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| **School : Quang Son primary school** | **Teaching date: 24/10/2024** |
| **Teacher : Tran Thi Ngoc** | **Period: 76** |

**UNIT 5 – HEALTH**

**Lesson 2.1 (page 67)**

**A. OBJECTIVES:**

**1. Knowledge knowledge and skills**

By the end of this lesson, students will be able to:

- Use learn words and structure of Unit 2 – Lesson 2.1 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.*

**-** Developelistening, reading, writing, and speaking.

**2. Competences:**

**- Self-control and self studying:** point out and say how they feel.

**- Communication and collaboration:** work in pairs or groups to say how they feel.

**- Critical thinking and creativity:** learn how to say how they feel and spell them correctly and fluently.

**3. Attitude/ Qualities:**

**- 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, say how they feel.

**B. Teaching aids and materials**

**- Teacher’s aids:** Tiếng Anh 5 i-Learn Smart Start Student’s, Flashcards, TV PowerPoint slides.

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

**C. PROCEDURES:**

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| **Contents** | **Teacher’s activities** | **Students’ activities** |
| **I.Warm- up: (5’)**  **II.Main lesson 25’**  **Activity A.**  **1. Listen, point and repeat:**  **2. Play the game Heads up. What's missing?**  **Activity B**  **1. Listen and practice.**  **2. Look and write. Practice.**  **3.Consolidation**  **5’** | ***\*Aims:***  To review vocabulary items about health problems, generate students’ interests, and lead in the new lesson.  ***\*Procedure:***  Play game: “Secret box”  **-** Explain the rules of the game.  - Have students open the box to choose piece of paper and do action. The other students guess and answer the question “What’s wrong?”  - Correct students’ answers.  ***\*Aims:***  To help students recognize and say how they feel.  ***\*Procedure:***   * - Show the health problems vocabulary on the screen. * - Ask the students to listen and pay attention. * - 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.  - Show the health problems vocabulary on the screen and remove one picture when students are not looking. - One student calls out the missing picture.  - Correct students’ answers..  ***\*Aims:*** To practice saying how they feel correctly.  ***\*Procedure:***  -Have pupils look at the screen and identify the characters.  - Play the audio for them to listen.  - Play the audio. Have students listen and repeat.  - Explain that we often use this to talk about our feelings.  - Have students practice the useful language.  - Have students practice using vocabulary from Part A.  - Go around the class and support them if necessary.  - 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.  - Check the answers as a whole class.  - Have pairs practice saying the sentences.  - Monitor the class and support if needed.  ***\*Aims:***  To help students remember the vocabulary and sentence structures.  ***\*Procedure:***  - Playthe “**A or B**” game.  - Introduce the game and its rules: students will look at the pictures and answer the question “ A or B”  - Have students do action and answer the questions about feelings.  - The teacher checks the answer.  **Homelink.**   * - Require the students to do exercises on page 14 in the Workbook.   - Ask them to prepare Parts C and D, Lesson 2, Unit 5 on page 68 in the Student’s Book. | - Follow and do as guided.  - Play the game.   * - Listen and follow their teacher’s instructions. * - Point to the pictures in their Student’s Books.   - Listen and repeat.  - Follow the teacher’s instructions.  - Look at the screen and quickly say the mising word.  -Students listen and answer  - Listen and repeat.  - Listen to the teacher’s explanation.  - Work in pairs and practice useful language.  - Use the new words from Part A when practicing the useful language.  - 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.  - Do as guided.  - Play the game.  - Follow their teacher’s instructions.   * - Prepare for the new lesson. |

**D. ADJUSTMENTS (if necessary):**

\* Good points:

- Used body languges effectively.

- Teacher created funny games.

\* Things have to be changed:

- Teachers should allocate more time for students to work in pairs or groups to enhance their collaborative skills.