

**Level: Second Year**

**Sequence: Three (03)**

**\*\* ME AND MY HEALTH \*\***

**LESSON PLANS**

**+**

**WORKSHEETS**



# The Sequence Lay – out

The School: .....

The School Year: 2020 – 2021

Teacher: .....

Grade: Second Year



**Num**

**Lesson**

**Framework**

**Aim**

Sequence: 3<sup>rd</sup> \*\* Me and My Health\*\*

The Initial Situation		Presentation	
01			<ul style="list-style-type: none"> <li>❖ To give Lrs a general view over the whole sequence.</li> <li>❖ To get Lrs familiar with the topic (<b>The Food lexis + The Health Problems</b>)</li> </ul>
02	I Listen and Do	PDP	To ask / to answer about health problems.
03	I Pronounce	PPU	To pronounce the two sounds correctly ( <b>sh / ch</b> )
04	I Practise (01)	PPU	To give/ To produce pieces of advice using <b>should/should not</b> .
05	I Practise (02)	PPU	To give/ To produce recommendations using <b>must/must not</b> .
06	I Practise (03)	PPU	To give orders using <b>the imperative form</b> .
07	I Read and do	PDP	To describe the three mealtimes
08	I Read and do	PDP	To write a healthy diet.
09	I Learn To Integrate	A Writing Process (A Group Work)	To produce a healthy diet.
10	I Think And Write	A Writing Process (Solo Work)	To solve the initial problem situation ( <b>Writing an email to a friend to give advice to get fit</b> )
11	Now, I can	An assessment Rubric	To assess / To evaluate the Lrs' acquisition for the resources learnt during the sequence ( <b>For Remediation</b> )

## LESSON PLAN

**School Year:** 2020 - 2021

**Teacher:** .....

**Grade:** 2MS

**Sequence Three:** Me and My Health

**Lesson:** THE INITIAL SITUATION

**Framework:** Presentation

Core Values	Cross Curricular Competencies			
- Giving Importance to his/her Health. - Valuing the healthy food.	Intellectual Differentiate Between Un/Healthy food	Methodological Work within the class/ Individual Work	Social Socialize through written messages.	Communicative Communicate with others.

**Targeted Competencies****Domains****Materials**


Interact, Interpret, and Produce


Oral and Written

Flash cards

The White board and Handouts

**Linguistic Resources: The Food Items + Sports + The Body Parts + The Health Problems.****Learning Objective:** By the end of the lesson, Lrs will have a general overview about Sequence 3.

Time Min	Frame work	Tasks	Aims	Compts
10	Warm Up	<p><u>A) Warming Up:</u></p> <p>T. presents the sequence topic using a photo.</p> <p>T. sticks the photo on the board and asks Lrs. questions about the photo.</p> <p>T- Lrs. brainstorm the lexis related to the photo.</p> <p>T. tries to elicit the key word "Health" from Lrs.</p> <p>T. Introduces the New Sequence Topic "Health".</p> <p>T. presents the general Topic of Sequence Two "Me and My Health" using photos.</p> <p>A) <u>Presentation:</u></p> <p>T. writes down the Starting Off Situation on the board.</p>	<p>To warm Lrs up.</p> <p>To interact</p> <p>To elicit the topic</p> <p>To present the initial situation.</p>	<p>C1</p> <p>C3</p>
15	Present ation	<p>"Your friend Mona wants HELP!!! She suffers from OBESITY. She weighs 92 kilos!!! She feels tired and sick. So, You help Mona to lose weight and feel happy"</p> <p>Lrs. write down the situation on their copybooks.</p> <p>Lrs (04 – 06) read the situation.</p> <p>T – Lrs highlight and explain the key words found in the situation (Help – suffer - Obesity – 98 Kilos – Sick – lose weight) using visual aids.</p>	 <p>To pre-teach the key words.</p>	<p>C1</p>
05		<p>T. asks Lrs. different questions related to the topic.</p> <p>T – Lrs. brainstorm the lexis related to the sequence topic (Food items, The body parts, Illnesses, ...)</p> <p>(What do you like: Healthy food or Unhealthy food? How much do you weigh? Give examples of Un/healthy food)</p> <p>Lrs. report their answers to class.</p>	<p>To interact orally.</p>	<p>C2</p> <p>C1</p>
10		<p>T. presents healthy and unhealthy food items using different photos.</p> <p>Lrs. name the different food items and stick them on the board.</p> <p>T. shows Lrs. different photos of body parts.</p> <p>Lrs. name the different body parts on the photos and stick</p>	<p>To present the new lexis.</p>	<p>C1</p>

20	Practice	<p>them on the board.</p> <p>Lrs. practise the body parts through a game "Touch Your... Lrs. play the game and have fun.</p> <p>T. provides Lrs. with hand –out presenting different body parts and the health problems.</p> <p>T. explains the activities clearly to Lrs. and checks for misunderstanding.</p> <p><b><u>Activity One: I write the correct word under each picture.</u></b></p> <p>Lrs. report answers to class.</p> <p><b><u>Activity Two: I match.</u></b></p> <p>Lrs. report answers to class.</p> <p><b><u>Activity Three: What is the problem?</u></b></p> <p>Lrs. report answers to class.</p> <p><b><u>Activity Four: I fill in my shopping baskets.</u></b></p> <p>Lrs. report answers to class.</p> <p style="text-align: center;"><b>(Note: The Task Are On Hand-out )</b></p> <div style="text-align: center;">  </div>	<p>To practise the new vocabulary.</p> <p>To Consolidate the new lexis</p>	<p>C2</p> <p>C1 C2 C3</p>
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## LESSON PLAN

**School Year:** 2020 - 2021

**Teacher:** .....

**Grade:** 2MS

**Sequence Three:** ME AND MY HEALTH

Core Values	Cross Curricular Competencies			
- Giving Importance to his/her Health.	Intellectual Differentiate	Methodological Work within the	Social Socialize through	Communicative Communicate

- Valuing the healthy food. Between Un/Healthy food class/ Individual Work written messages. with others.

**Lesson: I LISTEN AND DO**

**Framework: PDP**

Targeted Competencies	Domains	Materials
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Interact, Interpret, and Produce	Oral and Written	Flash cards The White board and Handouts
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**Linguistic Resources: The Food Items + Sports + The Body Parts + The Health Problems.**

**Learning Objective:** By the end of the lesson, Lrs will name the different body parts.

Time Min	Frame work	Tasks	Aims	Compts
10	Warm Up	<p><b>A) Warming Up:</b></p> <p>T- Lrs. review the sequence topic ‘Me And My Health’.</p> <p>T – Lrs. brainstorm the lexis related to the topic.</p> <p>Lrs. report their answers to class.</p> <p>T. reviews healthy and unhealthy food.</p>	<p>To warm Lrs up.</p> <p>To interact</p>	<p>C1</p> <p>C3</p>
05	Present ation	<p><b>B) Presentation:</b></p> <p>T. presents the listening situation using a photo.</p> <p>T. asks lrs different questions about the photo.</p> <p>Lrs. report their answers to class.</p> <p><b>C) While Listening:</b></p> <p>Lrs. listen to a short passage and do some comp tasks.</p> <p>Aness is at the doctor's office. Aness is sick. Aness is talking to the doctor now.</p> <p><b>Aness:</b> Hello! I am Aness. <u>I am 10.</u></p> <p><b>Doctor:</b> Hello Aness! How can I help you?</p> <p><b>Aness:</b> I am ill. My back hurts me.</p> <p><b>Doctor:</b> Do not worry! I will give you a check-up. (.....)</p> <p><b>Doctor:</b> You have got a back ache. <u>You should have a rest.</u></p> <p>(Adapted From Several Sources)</p> <p><b>Activity One: I listen and circle a, b, or c and complete.</b></p> <p>1) Aness is at the ..... 's office.</p> <p>a) doctor      b) dentist      c) vet</p> <p>2) He is .....</p> <p>a) ill      b) happy      c) sad</p> <p>3) He has got a .....</p> <p>a) fever      b) broken leg      c) backache</p> <p>Lrs. report their answers to class.</p> <p><b>Activity Two: I listen and say 'True / False'.</b></p>	<p>To present the listening situation.</p> <p>To Improve Lrs' listening skill.</p>	<p>C1</p>
06	While Listeni ng		<p>To listen for details.</p>	<p>C2</p>



06		<p>1) Aness is eleven years old. (F)  2) He should have a rest. (T)  Lrs. report their answers to class.</p> <p><b>D) Post Listening:</b>  T. reviews briefly the body parts using the flash cards.</p>	To check their comprehension	C2						
06		<p>Lrs. name the different body parts on the flash cards and stick them on the board.  Lrs. play a game called " Touch Your ..." and have fun.</p> <p><b>Activity Three: I match each body part with its name.</b>  <b>( Note: The Activity is on Hand –outs)</b>  T. explains the activity to lrs. carefully and checks for misunderstanding.  Lrs. do the activity.</p>	To present the new lexis (The Body Parts) TPR	C1 C3						
07	Practice	<p>Lrs. report their answers to class.</p> <p><b>Activity Four: I colour the odd word.</b>  1) Eye - Ear - Mouth - <b>Finger</b>  2) Face - Head - <b>Stomach</b> - Nose  3) Foot - leg - knee - <b>Hand</b>  Lrs. report their answers to class.</p> <p><b>Activity Five: How many .....s have you got?</b>  “ Eye - Nose - Finger - Foot - Leg - Teeth - back - Hair – Hand ”</p> 	To consolidate the body parts.	C2						
08	Produce	<table border="1" data-bbox="316 1120 1157 1254"> <thead> <tr> <th data-bbox="316 1120 598 1176">One</th> <th data-bbox="598 1120 877 1176">Two</th> <th data-bbox="877 1120 1157 1176">More than two</th> </tr> </thead> <tbody> <tr> <td data-bbox="316 1176 598 1254">.....</td> <td data-bbox="598 1176 877 1254">.....</td> <td data-bbox="877 1176 1157 1254">.....</td> </tr> </tbody> </table> <p><b>A:</b> How many eyes have you got?  <b>B:</b> I have got <u>2</u> eyes.</p>	One	Two	More than two	.....	.....	.....	To reinforce the body parts	C2
One	Two	More than two								
.....	.....	.....								
08		<p>T. asks Lrs different questions about their body parts.  Lrs. report their answers to class.</p>	To practise the expression "Have got".	C2						
			To interact Role Play	C3 C1						

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## LESSON PLAN

**School Year:** 2020 - 2021

**Teacher:** .....

**Grade:** 2MS

**Sequence Three:** ME AND MY HEALTH

### Core Values

- Giving Importance

### Cross Curricular Competencies

Intellectual

Methodological

Social

Communicative

to his/her Health. Differentiate Work within the Socialize through Communicate  
 - Valuing the healthy Between class/Individual written messages. with others.  
 food. Un/Healthy Work  
 food

**Lesson: I PRONOUNCE**


**Framework: PPU**

Targeted Competencies	Domains	Materials
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Interact, Interpret, and Produce Oral and Written Flash cards  
 The White board and Handouts



**Linguistic Resources: The Food Items + Sports + The Body Parts + The Health Problems.**

**Learning Objective:** By the end of the lesson, Lrs will be able to pronounce "SH/CH" sounds correctly.

Time Min	Frame work	Tasks	Aims	Compts
08	Warm Up	<p><b>A) Warming Up:</b>            Lrs. review the body parts briefly.            T. asks Lrs questions about their body parts "How many eyes have you got? ....            Lrs. report their answers to class using "I have got ....."</p>	<p>To warm Lrs up.            To interact</p>	C1
05	Presentation	<p><b>B) Presentation:</b>            T. presents a situation using a photo.            T. asks lrs. different questions about the photo.            T - Lrs. brainstorm the answers to class (Boy, small, ill, sick, toothache, dentist, sweets, chocolate, sugar,...)            T. presents the dialogue between the Boy and the dentist.</p>	<p>To contextualize the sounds            To interact</p>	C1
06		<p><b>Task One: I listen and complete the following dialogue with:</b>            (sugar - check up - problem - ill - eat - chocolate - brush )</p> <p><b>Adam:</b> Hello!  <b>Dentist:</b> Hello! What is the .....?  <b>Adam:</b> I am ..... My tooth hurts me a lot.  <b>Dentist:</b> Do not worry. I will give you a .....  <b>Dentist:</b> Ow! You have a tooth decay. You shouldn't ..... too much ....., sweets, and ..... You should ..... your teeth daily.</p>  <p>Lrs. report answers to class.            Lrs. role- play the dialogue in pairs.</p>	<p>To Improve Lrs' listening ability.            To listen for details.</p>	C2
10	Presentation of the sound	<p>T. presents the two sounds (sh" and "ch) through words taken form the passage.</p> <p><b>" check up - sugar - chocolate - brush "</b></p> <p>T. isolates, highlights these words and analyses the two sounds.            T. asks Lrs. to provide examples with these two sounds.</p>	<p>To speak (Role-Play)            To highlight, isolate, and present the two sounds.</p>	C1





08	Presenting the Health Problems	<p>the board.</p> <p>T. presents the target language "What's the problem / the matter?"</p> <p>Lrs. report their answers to class.</p> <p><b>Task Three: I re-order the following words to get coherent sentences or questions.</b></p> <p>1) / What/ ? / the problem / is /</p> <p>2) / I / a headache/ have / . /</p>	(The Health Problems)	C1 C3
06	Practice	<p>3) / What / ? / is / his / matter /</p> <p>4) / has / a cough / . / He /</p> <p>T. explains the task clearly to Lrs. and checks for misunderstanding.</p> <p>Lrs. report answers to class.</p> <p><b>Activity Four: I complete the following dialogues.</b></p> <p><u>(Note: The Task Is Done On A Hand –Out)</u></p> <p>T. explains the task clearly to Lrs. and checks for misunderstanding.</p> <p>Lrs. do the activity.</p> <p>Lrs. report answers to class.</p> <p><b>Task Five: I complete the following dialogue with:</b></p> <p>" problem - Hello - check up - cough - ill "</p> <p>.....: Hello! I am ..... I am ..... years old.</p> <p><b>Doctor:</b> ..... ! Can I help you?</p> <p>.....: Yes. I am .....</p> <p><b>Doctor:</b> What is the ..... ?</p> <p>.....: I have a .....</p> <p><b>Doctor:</b> Do not worry. I will give you a .....</p> <p>Lrs. report their answers to class. + Role Play.</p> <p><b>Task Six: You are a doctor/ dentist. Your friend is very ill. S/He visited you at your office. So, you write a dialogue between you and your friend.</b></p>	To involve Lrs.	C2
06	Produce	 <p>Lrs. report their answers to class.</p> <p><b>Task Five: I complete the following dialogue with:</b></p> <p>" problem - Hello - check up - cough - ill "</p> <p>.....: Hello! I am ..... I am ..... years old.</p> <p><b>Doctor:</b> ..... ! Can I help you?</p> <p>.....: Yes. I am .....</p> <p><b>Doctor:</b> What is the ..... ?</p> <p>.....: I have a .....</p> <p><b>Doctor:</b> Do not worry. I will give you a .....</p> <p>Lrs. report their answers to class. + Role Play.</p> <p><b>Task Six: You are a doctor/ dentist. Your friend is very ill. S/He visited you at your office. So, you write a dialogue between you and your friend.</b></p>	To reinforce Lrs' understanding	C2
08	Produce	<p>Lrs. report their answers to class. + Role Play.</p> <p><b>Task Six: You are a doctor/ dentist. Your friend is very ill. S/He visited you at your office. So, you write a dialogue between you and your friend.</b></p>	To consolidate the health problems lexis	C2
08		<p>T. explains the activity well to Lrs.</p> <p>Lrs. write their own dialogues.</p> <p>Lrs. report their final work to class.</p> 	To provide Lrs with a model example	C1
			Role Playing Interaction	C1
			Free Produce A Real life Situation	C3 C1
			To produce meaningful work	

## LESSON PLAN

**School Year:** 2020 - 2021

**Teacher:** .....

**Grade:** 2MS

**Sequence Three:** ME AND MY HEALTH

**Core Values**

**Cross Curricular Competencies**

- Giving Importance

Intellectual

Methodological

Social

Communicative

to his/her Health.  
- Giving Advice.

Know the health problems

Work within the class/Individual Work

Socialize through written messages.

Communicate with others.

**Lesson: I PRACTISE (01)**

**Framework: PPU**

Targeted Competencies	Domains	Materials
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Interact, Interpret, and Produce


Oral and Written

Flash cards


The White board and Handouts

**Linguistic Resources: The Food Items + Sports + The Body Parts + The Health Problems.**

**Learning Objective:** By the end of the lesson, Lrs will be able to give / produce pieces of advice.

Time Mins	Framework	Teaching Procedures	Aims	Copmts					
10	Warm up	<p><b>A) Pre - Listening ( A warming Up ):</b></p> <p>T. reviews the health problems briefly.</p> <p>T. reviews the target language "What's the problem/matter?"</p> <p>Lrs. report their answers to class.</p> <p>T- Lrs. review the Healthy - Unhealthy food through a game.</p> <p>Lrs. play the game and have fun.</p>	<p>To warm Lrs up</p> <p>To get them involved</p>	<p>C1</p> <p>C3</p>					
04	Presenting the modals	<p><b>B) Presentation:</b></p> <p>T. contextualizes the grammar point through a situation.</p> <p>T. presents a situation "A dentist Visit" using a photo.</p> <p>Lrs. comment on the photo and describe the health problem.</p> <p><b>Activity One: I help my friend Farah.</b></p> <p>Farah has a bad toothache.</p> <p>"eat sweets - have a rest – eat ice cream – eat chocolate – brush teeth"</p>	<p>Real life situation</p> <p>To present the modals</p>	<p>C1</p>					
06		<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 50%;"><b>Should</b></td> <td style="width: 50%;"><b>Should not</b></td> </tr> <tr> <td>.....</td> <td>.....</td> </tr> <tr> <td>.....</td> <td>.....</td> </tr> </table> <p>T. explains the activity clearly to Lrs.</p> <p>Lrs. do the activity.</p> <p>Lrs report answers to class.</p> <p>Lrs. write the examples using: "Should / Should not"</p>	<b>Should</b>	<b>Should not</b>	.....	.....	.....	.....	 <p>To contextualize the grammar point.</p>
<b>Should</b>	<b>Should not</b>								
.....	.....								
.....	.....								
02	PIASP	<p><b>Eg:</b></p> <p>1) Farah should brush teeth.</p> <p>2) She should not eat sweets.</p> <p>T. explains the examples above (The meaning and the form).</p> <p>T. isolates, highlights, and analyses the modal "Should".</p> <p>T. presents "Advice"</p> <p>Lrs report their examples of Advice using the modal Should</p>	<p>To highlight analyse the modals</p> <p>To interact</p> <p>To draw the rule by</p>	<p>C1</p>					



08		(not)					themselves		
		<p><b>Should === A Modal</b></p> <p><b>Should / Should not ===== Advice</b></p> <p><b>Subject + Should / Should not + Verb</b></p>					Reference	C1	
08		<p><b>Activity Two: I re-order the following words to get coherent sentences.</b></p> <p>1) should / . / He / the doctor / visit /</p> <p>2) / not / should / drink / You / . / coffee /</p> <p>3) / water / He / drink / too much / . / should /</p> <p>Lrs. report answers to class.</p> <p><b>Activity Three: I colour the right correct modal.</b></p> <p>Nassim, your friend, is ill! He has a stomachache.</p> <p>1) He <u>should – should not</u> eat pizza.</p> <p>2) He <u>should – should not</u> drink coffee.</p> <p>3) He <u>should – should not</u> drink soda.</p> <p>4) He <u>should – should not</u> visit the doctor.</p> <p>Lrs report answers to class.</p> <p><b>Activity Four: Melek, your friend, is sick! She has a fever.</b></p>					To reinforce the advice structure	C2	
06	Practice						To check Lrs' comprehension	C2	
			go to school	visit the doctor	take drugs	go shopping	drink water		
		Should		*	*		*	Guided produce	
		Should N	*			*			
08		<p>T. explains the task clearly to Lrs.</p> <p>T. provides Lrs with an example if necessary.</p> <p>Lrs. write their sentences on their copybooks.</p> <p>T. checks the Lrs' work, helps, and corrects their mistakes.</p> <p>Lrs. report their answers to class.</p> <p><b>Task Five: You friend has a broken leg! He need help!</b></p> <p>T. explains the task clearly to Lrs.</p> <p>T. provides Lrs with an example if necessary.</p> <p>Lrs. write their sentences on their copybooks.</p> <p>T. checks the Lrs' work, helps, and corrects their mistakes.</p> <p>Lrs. report their answers to class.</p>					To re-invest the modal (should/should not)	C3 C2 C1	
08	Produce							Free produce	
								To produce meaningful pieces of advice	C3 C1

# LESSON PLAN

**School Year:** 2020 - 2021

**Teacher:** .....

**Grade:** 2MS

**Sequence Three:** ME AND MY HEALTH

<b>Core Values</b>	<b>Cross Curricular Competencies</b>			
- Giving Importance	Intellectual	Methodological	Social	Communicative

to his/her Health. Know the Work within the Socialize through Communicate  
 - Giving Advice. health class/Individual written messages. with others.  
 problems Work

**Lesson: I PRACTISE (02)**


**Framework: PPU**

Targeted Competencies	Domains	Materials
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Interact, Interpret, and Produce Oral and Written Flash cards  
 The White board and Handouts

**Linguistic Resources: The Food Items + Sports + The Body Parts + The Health Problems.**

**Learning Objective:** By the end of the lesson, Lrs will be able to give recommendations.

Time Mins	Teaching Procedures	Aims	Compts										
08	<p><b>A) Warming Up:</b>            T. reviews the advice.            Lrs. report examples of advice to class using should and should not.            T. accepts and corrects Lrs' examples.</p>	To warm Lrs up To interact.	C1 C3										
04	<p><b>B) Presentation:</b>            T. presents the listening topic using a photo.            Lrs. comment on the photo and describe the health problem.</p>	To present the listening situation.	C1										
06	<p><b>C) While - Listening:</b>            Hello Friends! I am Hani. I am 13 years old. I am small and fat. I am 72 Kg!!! I am a pupil <u>in a small school</u>. I live with my small family. I love food so much. <u>I like eating fast food</u> like pizza, hamburgers, and cakes. I love drinking soda and milk with chocolate. <u>I sometimes have stomach-ache.</u>            ( Adapted From Several Sources)</p> <p><b>Activity One: I listen fill in the cards.</b></p> <table border="1"> <thead> <tr> <th>Name</th> <th>Age</th> <th>Weight</th> <th>Job</th> <th>Health Problem</th> </tr> </thead> <tbody> <tr> <td>.....</td> <td>.....</td> <td>.....</td> <td>.....</td> <td>.....</td> </tr> </tbody> </table> <p>Lrs report answers to class.</p>	Name	Age	Weight	Job	Health Problem	.....	.....	.....	.....	.....	To Contextualize	C2
Name	Age	Weight	Job	Health Problem									
.....	.....	.....	.....	.....									
06	<p><b>Activity Two: I Listen carefully and circle T – F.</b></p> <p>1) Rayan's school is so big. T - F            2) He dislikes fast food. T - F            3) He sometimes have a backache. T - F</p>  <p>Lrs report answers to class.</p>	To Check Lrs' comprehension.	C2										
08	<p><b>D) Post – Listening:</b>            T. contextualizes the grammar point through a situation.  <b>Activity Four: I help Rayan.</b>            " Rayan is ill ! He suffers from Obesity."            "eat sweets - drink soda – Practise sport – eat pasta – eat vegetables - Eat Pizza"</p> <table border="1"> <thead> <tr> <th>Must</th> <th>Must not</th> </tr> </thead> <tbody> <tr> <td>.....</td> <td>.....</td> </tr> </tbody> </table> <p>T. explains the activity clearly to Lrs.</p>	Must	Must not	.....	.....	To contextualize the G. Point  Bad / Good habits.	C2						
Must	Must not												
.....	.....												
08	<p>Lrs. do the activity.            Lrs report answers to class.            T. explains the examples above (The meaning and the form).</p>	PIASP To draw Lrs' attention to the	C1										

<p>08</p> <p>06</p> <p>06</p> <p>05</p>	<p>T. isolates, highlights, and analyses the modal "Must".  T. presents "Obligation / Prohibition"  Lrs report their examples of obligations/prohibitions using the modal: "Must (not)"</p> <p style="text-align: center;"><b>Must === A Modal</b>  <b>Must ===== Obligation</b>  <b>Must not ===== Prohibition</b>  <b>Subject + must (not) + verb (stem)</b></p> <p><b>Activity Four: I fill in the gaps with:</b>  <u>"Must – Must not"</u></p> <p>Salim is ill! He has a broken leg.  1) He..... visit the doctor.  2) He..... ride the bicycle.  3) He..... have a rest.  4) He..... play football.  5) Hani..... go to school.</p> <p>Lrs report answers to class.  <b>Activity Five: Lmatch.</b></p> <table border="1" data-bbox="284 786 1024 960"> <tr> <td>Headache</td> <td>Not drink soda and coffee.</td> </tr> <tr> <td>Toothache</td> <td>Take an aspirin</td> </tr> <tr> <td>Stomachache</td> <td>Have a rest.</td> </tr> <tr> <td>backache</td> <td>Not each too much sweets.</td> </tr> </table> <p>Lrs report answers to class.  Lrs. produce recommendations using "Must/Must not".  <b>Activity Six: What is the matter?</b></p> <p>A: What is the matter?  B: I have a .....  A: You must .....</p> <p>T. explains the activity clearly to Lrs.  T. provides Lrs with an example if necessary.  Lrs. write their sentences.  T. checks their work+ Correction.  Lrs. report their examples to class.</p> <p style="text-align: center;"><b>Role Play: Lrs enrole the dialogue above in pairs.</b></p>	Headache	Not drink soda and coffee.	Toothache	Take an aspirin	Stomachache	Have a rest.	backache	Not each too much sweets.	<p>rule.</p> <p>To elicit the rule.</p> <p>Reference</p> <p>To consolidate the modal "Must"</p> <p>To review the health problems.</p> <p>To re-invest the health problems and the modals.</p> <p>To re-invest the modal must / the lexis.</p> <p>To interact</p> <p>Real Life Situation</p>	<p>C1</p> <p>C2</p> <p>C2</p> <p>C3</p> <p>C3</p> <p>C1</p>
Headache	Not drink soda and coffee.										
Toothache	Take an aspirin										
Stomachache	Have a rest.										
backache	Not each too much sweets.										

## LESSON PLAN

**School Year:** 2020 - 2021

**Teacher:** .....

**Grade:** 2MS

**Sequence Three:** ME AND MY HEALTH

[education-onec-dz.blogspot.com](http://education-onec-dz.blogspot.com)

Core Values

Cross Curricular Competencies

- Giving Importance to his/her Health.	<b>Intellectual</b>	<b>Methodological</b>	<b>Social</b>	<b>Communicative</b>
- Giving Orders.	Know the health problems	Work within the class/Individual Work	Socialize through written messages.	Communicate with others.
- Giving help to others				

**Lesson: I PRACTISE (03)**



**Framework: PPU**

Targeted Competencies	Domains	Materials
Interact, Interpret, and Produce	Oral and Written	Flash cards The White board and Handouts

**Linguistic Resources: The Food Items + Sports + The Body Parts + The Health Problems.**

**Learning Objective:** By the end of the lesson, Lrs will be able to give orders to people.

Time Mins	Teaching Procedures	Aims	Compts				
08	<p><b>A) A warming Up:</b></p> <p>T – Lrs. review briefly the sequence topic “Me and My Health”.</p> <p>Lrs. report answers to class.</p> <p>Lrs. report examples of health problems.</p>	<p>To warm Lrs up</p> <p>To interact.</p>	C1				
06	<p><b>B) Presentation:</b></p> <p>T. presents the imperative form using flash cards.</p> <p>Lrs. look at the photos.</p> <p>T. asks Lrs. questions about the photos.</p> <p>Lrs. report examples to class.</p>	<p>To present the imperative form</p> <p>To interact</p>	C1				
06	<p><b>Activity One: I re-order the following wrds to get coherent sentences.</b></p> <p>1) / You / wash / . / hands / should /</p> <p>2) / must / . / You / food / fast / not / eat /</p> <p>3) / teeth / . / Brush /</p>	<p>To contextualize the imperative form</p>	C2				
06	<p>T. explains the task clearly to Lrs and checks for misunderstanding</p> <p>Lrs. report answers to class.</p> <p>Lrs. read the examples above.</p> <p>T – Lrs. analyze the sentences above and their forms.</p> <p>T. writes Lrs’ answers on the board.</p> <p>T. highlights “the subject and the verb” in the sentences above (With help of the Lrs)</p> <p>T. presents “The Imperative Form” to class.</p> <p>T. explains the imperative form (Affirmative + Negative Forms)</p> <p>T. asks Lrs. to report examples of imperative form.</p> <p>Lrs. report their answers to class.</p> <p>T. helps Lrs. to elicit the rule by themselves.</p>	<p>PIASP</p> <p>To highlight, isolate, and analyse the imperative form</p>	C1				
05	<p>The Imperative Form === Orders</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td colspan="2" style="background-color: #fff9c4;"><b>The Imperative Form</b></td> </tr> <tr> <td style="background-color: #d9ead3;">Affirmative</td> <td style="background-color: #d9ead3;">Negative</td> </tr> </table>	<b>The Imperative Form</b>		Affirmative	Negative	<p>To produce meaningful sentences</p> <p>To elicit the rule</p>	C3 C1
<b>The Imperative Form</b>							
Affirmative	Negative						

	Start with the Verb	Don't + Verb	Reference	
08	<p><b><u>Task Two: I re-order the following words to get coherent sentences.</u></b></p> <p>1) / water / Drink / . / too much /            2) / ice cream / Don't / eat / . / much /            3) / sport / . / Practise / daily /            4) / Don't / breakfast / . / skip / in the morning /</p>		To reinforce the sentence structure	C2
10	<p><b><u>Task Three: Change the following sentences into the imperative form.</u></b></p> <p>1) You should drink lemon juice.            .....            2) You should not watch TV too much.            .....            3) You must take a rest.            .....            4) You must not eat sweets.            .....</p> 			
10	<p><b><u>Task Four: I look at the photos, and I write 6 sentences using the imperative form.</u></b></p> <p>T. shows Lrs. photos.            Lrs. name the photos and stick them on the board.            Lrs. produce sentences using the imperative form.            T. checks Lrs' work, helps, and corrects their mistakes.            Lrs. report answers to class.</p> 		Free produce To produce meaningful sentences To re-invest the imperative form	C1 C3

## LESSON PLAN

**School Year:** 2020 - 2021

**Teacher:** .....

**Grade:** 2MS

**Sequence Three:** ME AND MY HEALTH

- Giving Importance to his/her Health.	<b>Intellectual</b>	<b>Methodological</b>	<b>Social</b>	<b>Communicative</b>
- Giving Advice.	Know the health problems	Work within the class/Individual Work	Socialize through written messages.	Communicate with others.

**Lesson: I READ AND DO**

**Framework: PDP**

Targeted Competencies	Domains	Materials
Interact, Interpret, and Produce	Oral and Written	Flash cards The White board and Handouts

**Linguistic Resources: The Food Items + Sports + The Body Parts + The Health Problems.**

**Learning Objective: By the end of the lesson, Lrs will be able to write describe the three meal times.**

Time Mins	Teaching Procedures	Aims	Compts								
08	<p><b>A) A warming Up:</b> T – Lrs. review briefly the health problems through “TPR Game” Lrs. play the game and have fun.</p>	To warm Lrs up To interact.	C1								
05	<p><b>B) Presentation:</b> T. presents the reading passage using a photo. Lrs. look at the photo. T. asks Lrs. questions about the photo. Lrs. report answers to class. T. shows Lrs a list of words and sticks it on the board. (ill - well - doctor - stomach ache – check-up - unhealthy - fruits - soda - drugs ) T. explains the difficult words in the list.</p>	To present the reading situation. To pre-teach the key words	C1 C2								
06	<p><b>C) While - reading:</b> Lrs. read a short passage and do some comprehension Acts. <b>Activity One: I read and colour a, b, or c.</b> 1) The text is ..... a) a letter      b) a conversation      c) a shopping list. 2) Jawad is ..... a) 10      b) 11      c) 12 3) He will come back in ..... a) 1 week      b) 2 weeks      c) 5 days Lrs report answers to class.</p>	To improve Lrs' reading ability.	C2								
06	<p><b>Activity Two: I read and complete.</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #e0ffe0; text-align: center;"><b>Healthy food</b></td> <td style="background-color: #ffe0e0; text-align: center;"><b>Unhealthy food</b></td> </tr> <tr> <td>1-.....</td> <td>1-.....</td> </tr> <tr> <td>2-.....</td> <td>2-.....</td> </tr> <tr> <td>3-.....</td> <td>3-.....</td> </tr> </table> <p>Lrs. report answers to class.</p>	<b>Healthy food</b>	<b>Unhealthy food</b>	1-.....	1-.....	2-.....	2-.....	3-.....	3-.....	To scan while reading	C2
<b>Healthy food</b>	<b>Unhealthy food</b>										
1-.....	1-.....										
2-.....	2-.....										
3-.....	3-.....										
06	<p><b>Task Two: I read and complete the following table.</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #e0ffe0; text-align: center;"><b>Jawad should</b></td> <td style="background-color: #ffe0e0; text-align: center;"><b>Jawad should not</b></td> </tr> <tr> <td>1-.....</td> <td>1-.....</td> </tr> <tr> <td>2-.....</td> <td>2-.....</td> </tr> </table> <p>Lrs report answers to class.</p>	<b>Jawad should</b>	<b>Jawad should not</b>	1-.....	1-.....	2-.....	2-.....	To scan while reading	C2		
<b>Jawad should</b>	<b>Jawad should not</b>										
1-.....	1-.....										
2-.....	2-.....										
06	<p><b>Task Three: I read and match each word with its opposite.</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #ffff00; text-align: center;"><b>A</b></td> <td style="background-color: #ffff00; text-align: center;"><b>B</b></td> </tr> <tr> <td style="background-color: #e0ffe0; text-align: center;">Healthy More</td> <td style="background-color: #e0e0ff; text-align: center;">well Happy</td> </tr> </table>	<b>A</b>	<b>B</b>	Healthy More	well Happy	To improve Lrs'	C2				
<b>A</b>	<b>B</b>										
Healthy More	well Happy										

	Sick	Less unhealthy	Vocabulary																
08	<p>Lrs report answers to class.</p> <p><b>C) Post – Reading:</b></p> <p>T. presents and contextualizes the new topic ‘Meal Time’</p> <p>T. asks Lrs different questions and elicits the three meal times from Lrs.</p> <p>Lrs. report their answers to class.</p> <p>T. presents the three daily meals (Breakfast – Lunch – Dinner) using flash cards.</p> <table border="1" style="margin: 10px auto;"> <tr> <td style="background-color: yellow;">at 7 am</td> <td style="background-color: yellow;">at 12 O'clock</td> <td style="background-color: yellow;">at 8 pm</td> </tr> <tr> <td style="background-color: #f4a460;">Breakfast</td> <td style="background-color: #fff2cc;">Lunch</td> <td style="background-color: #90ee90;">Dinner</td> </tr> </table> <p><b>Task Four: I am a Super Chef.</b></p> <p>"Salad - Pizza – Coffee – Chicken - Cake – Milk – Bread – Jam – Soup"</p> <table border="1" style="margin: 10px auto;"> <thead> <tr> <th style="color: red;">Breakfast</th> <th style="color: red;">Lunch</th> <th style="color: red;">Dinner</th> </tr> </thead> <tbody> <tr> <td>.....</td> <td>.....</td> <td>.....</td> </tr> <tr> <td>.....</td> <td>.....</td> <td>.....</td> </tr> </tbody> </table>	at 7 am	at 12 O'clock	at 8 pm	Breakfast	Lunch	Dinner	Breakfast	Lunch	Dinner	.....	.....	.....	.....	.....	.....		<p><b>To present the daily meals.</b></p> <p><b>To interact</b></p> <p><b>Reference</b></p>	C1
at 7 am	at 12 O'clock	at 8 pm																	
Breakfast	Lunch	Dinner																	
Breakfast	Lunch	Dinner																	
.....	.....	.....																	
.....	.....	.....																	
08	<p>Lrs. report answers to class.</p> <p>T. explains the activity clearly to Lrs.</p> <p>Lrs. do the activity on their copybooks.</p> <p>T. checks Lrs' work and corrects their mistakes.</p> <p>Lrs. report their answers to class.</p> <p><b>Task Five: I help my friend, Amine. He suffers from eating disorder.</b></p> <p>Lrs. give advice to their friend using the modal "Should / should not".</p> <p><b>At breakfast,</b> Amine should eat .....</p> <p><b>At lunch,</b> .....</p> <p><b>At dinner,</b> .....</p> <p>Lrs. report their answers to class.</p>		<p><b>Consolidating the meal times</b></p> <p><b>Reviewing the food items</b></p> <p><b>Free Produce</b></p> <p><b>To re-invest the lexis / the modal ‘should’</b></p> <p><b>To give Advice</b></p>	C2															
08	<p>Lrs. report answers to class.</p> <p>T. explains the activity clearly to Lrs.</p> <p>Lrs. do the activity on their copybooks.</p> <p>T. checks Lrs' work and corrects their mistakes.</p> <p>Lrs. report their answers to class.</p> <p><b>Task Five: I help my friend, Amine. He suffers from eating disorder.</b></p> <p>Lrs. give advice to their friend using the modal "Should / should not".</p> <p><b>At breakfast,</b> Amine should eat .....</p> <p><b>At lunch,</b> .....</p> <p><b>At dinner,</b> .....</p> <p>Lrs. report their answers to class.</p>		<p><b>Free Produce</b></p> <p><b>To re-invest the lexis / the modal ‘should’</b></p> <p><b>To give Advice</b></p>	C3 C1															

## The Reading Passage:

Jawad is a small boy. He is sick. He is at the doctor's office now.

**Jawad:** Good morning. I am Jawad. I am ten years old.



**Doctor:** Good morning Jawad. Can I help you, please?

**Jawad:** I don't feel well. I have a bad stomachache.

**Doctor:** Don't worry. I will give you a small check-up. (.....)

**Doctor:** You have a stomachache. Do you drink sodas?

**Jawad:** Yes, I do. I love them.

**Doctor:** You should not drink soda, and you should not eat unhealthy food like pizza, cakes, and hotdogs. But, you should eat healthy food like vegetables, fruits and drink too much water. Also, you should take these drugs and comeback in two weeks.

**Jawad:** Thank you so much.

**Doctor:** Welcome.

**(Adapted From Several Sources)**

### **The Reading Passage:**

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**Jawad:** Thank you so much.

**Doctor:** Welcome.

**(Adapted From Several Sources)**



**School Year:** 2020 - 2021

**Teacher:** .....

**Grade:** 2MS

**Sequence Three:** ME AND MY HEALTH

**Lesson:** I THINK AND WRITE



**Framework:** PDP

Core Values		Cross Curricular Competencies		
-Helping Other People.	<b>Intellectual</b>	<b>Methodological</b>	<b>Social</b>	<b>Communicative</b>
- Valuing the Health	Show creativity in writing.	Individual Work	Socialize through written messages.	Communicate with others.
Targeted Competencies		Domains		Materials
Interact, Interpret, and Produce		Oral and Written		Flash cards The White board and Posters

**Linguistic Resources:** The Shopping Items + Food + The city places, ....

**Learning Objective:** By the end of the lesson, Lrs will be able to integrate and mobilize the resources they have learnt through the sequence. / To solve the initial problem situation.

Time Mins	Frame work	Tasks	Aims	Compts
08	Warm Up	<b>A) A Warming up:</b> Lrs. listen to a Song "I am Healthy" T. asks Lrs different question about the song. Lrs. report their answers to class.	To put Lrs in An English Situation.	C1
08	Present ation	<b>B) Pre – writing:</b> T. reviews the problem-solving situation seen in the initial situation. Lrs. go back to the initial situation.		To review and brainstorm the lexis
08		Lrs. (03 – 04) read the initial situation and review the key words. Lrs. report the key words. T. checks for the key words meaning. T. shows Lrs. different photos to contextualize the situation. <b>Activity One: I help my friend Mona. I give her advice to be slim.</b> T. explains the activity clearly to Lrs and checks for misunderstanding. Lrs. report examples of advice (Orally) to class. Lrs. do the work of their copybooks. T. moves around, helps Lrs, guides, and corrects their work. Lrs. report their answers to class.	To present the writing situation  To prepare them for the write.  To review / re-invest must/should	C1  C3

20		<p><b><u>Activity Two: I send Mona a letter in which I give her advice to lose weight.</u></b></p> <p>T. reviews Lrs. with the letter format.</p> <p>Lrs. free write their letters on their copybooks.</p> <p>T. checks Lrs' work, helps, encourages Lrs on work, and corrects their mistakes.</p> <p>Lrs. (08 -10) report their letters to class.</p> <p>Lrs. collectively write a letter on the board.</p> <p>Lrs. write down the final letter on their copybooks.</p>	<p>To improve Lrs' writing skill</p> <p>To check Lrs' understanding</p> <p>Free writing</p>	C3
10	While – Writing	<p><b><u>Activity Three: Mona asks for help! She does not know how to write a healthy diet.</u></b></p> <p>T. explains the activity.</p> <p>Lrs. brainstorm the key words related to Healthy diet (Breakfast, Lunch,...)</p> <p>Lrs. write their own diets on their copybooks.</p> <p>T. checks Lrs' work, helps, and corrects their mistakes.</p> <p>Lrs. report their answers to class.</p>	<p>To interact</p> <p>To write a healthy diet</p>	C1 C3
05	Post – Writing	<p><b><u>Activity Four: Done Orally</u></b></p> <p>Lrs. guess how Mona is Now after sending her the letter and trying the diet.</p> <p>Lrs. report their answers to class.</p> <div data-bbox="587 1391 858 1630" data-label="Image"> </div> <p><b>My Friend Mona Is Very Happy Now !!!</b></p>	<p>Valuing the help of other people</p> <p>To speak</p>	C3

# HELPFUL TASKS

## Task One: I classify.

“ Tomato – Potato – Milk – Chicken – Pizza – Water – Ice cream –  
 Juice – Soda – Orange – Banana – Cake – Fish – Meat – Cheese – Coffee – Sweets – lemon  
 juice – Apple – Chocolate – Bread – Plum “

Healthy Food	Unhealthy Food
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....

## Task Two: I read the words and match them with the pictures.

Apple	Milk	Juice	Cola	Cake	Chicken
Banana	Bread	Salad	Sweets	Fish	Chocolate



## Task Three : I classify the following food items in the right column.

( tomamto – pear – tea – potato – steak – eggs - apple – watermelon – milk –  
 fish – water – onion – orange – chicken – coffee – soda )

Vegetables	Fruits	Drinks	Meat
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....

