Teacher's name : Mr.Nacer Larbi

file 3 sequence 1 *Health*

level 2AM lesson: Listen & speak.

Function: Talking about health , suggesting , expressing permission , expressing prohibition.

Language forms: modal (must , should), imperative form , (have got) consolidation.

Strategies: Using synonyms/antonyms

Phonetics. Sounds : / /, / / and / /.Stress and intonation .

Lexical items: to hurt , awful, fever , must , medicine .

visual aids: pictures , textbooks, BB

Objective: Make PP able to understand while listening (health) and practise stress and intonation .

Procedure

warm up:

We're going to deal with File 03. In this file , you're going to revise 1 AM vocabulary about health , food , sports , quantities , medical discoveries , scientists , vegetables , plants and colours. You'll learn how to seek help and give advice , give permission and forbid. **You' re going to make a good health guide / herbal guide.**

Step one *Listening Phase :*

T. asks PP to open books on page 50.

Listen to the conversation and try to act it out.

Step two *Pronunciation and Spelling :*

1/ Listen and repeat (table on page 50)

T. focuses on the pronunciation of the coloured letters .

2/ Identify the following : **sh**ould , bru**sh** , stoma**ch** ,Engli**sh** , **Ch**eck , **sh**oulder , stret**ch**er , a**ch**e , stoma**ch** ,wa**sh**

3/ Compare : challenge, shoulder , character , fresh , French , ache , choke ...

Step three *Stress & Intonation :*

PP repeat after the teacher and practise stress and intonation

- What should I **do** when it **ach**es ?
- You should **check** with**Gra**nny or see a **doc**tor ?
- Ah **yes** . Granny's **re**medies are **cheap**.
- But the **doc**tor's **drugs** are **sharp** !

Step Four *Practise :*

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1/ Pair Work : Choose the right for each health problem. **Then ask & answer (1 page 50)**

e.g : -I've got a terrible headache. What can I do ?

-You should take some arpirin.

2/ Match QQ with answers (2 page 51)

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Teacher's name : Mr.Nacer Larbi

file 03 sequence 01 *Health.*

level 2 AM lesson: Go Forward .

Function: Talking about health , suggesting , expressing permission , expressing prohibition.

Strategies: Using a dictionary and taking notes

Lexical items: relief , flu , dosage , (illnesses and their medicines).

Language Forms : should .

visual aids: pictures , textbooks, BB

Objective: Reading for gist , developping the reading comprehension skill and consolidating the use of the dictionary .

Procedure

warm up:

T: When you visit a patient what do you do ?

What are the illnesses you know ?

What are their remedies ?

PP speak.

Step One: *Reading phase*

- T. asks PP to open books on page 51 .

-Look at the picture . What is it ?

- It's an aspirin box.

- What do doctors prescribe it for ? etc...

Read the instructions then give advice to the people on page 51.

1/Yes , you can. (toothache)

2/ You shouldn't have aspirin. (earache)

3/ She should take her to the hospital.

4/ She should take one tablet three times a day.

5/ You should give him ¾ a tablet three times a day.

Step two *Post-Reading Phase*

- Put each illness in the right box and find its remedy (4 page 52)

e.g : Headache – common illness – aspirin.

- **Pair Work** :

Here are some health tips : Ask and answer.

e.g : -Why should I eat less fat ?

- Because too much fat can cause obesity.

Step Three: *Homework*

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Exercise 2 page 52

What should we take as remedies for these illnesses ?

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Teacher's name : Mr.Nacer Larbi

file 03 sequence 01 HEALTH .

level 2 AM lesson: Discover the language.

Function: Talking about health , suggesting , expressing permission , expressing prohibition.

Strategies: Using a dictionary , questioning , role play & deducing rules.

Lexical items: tonsillitis, .

Language Forms: modals (must) .

visual aids: pictures , textbooks, BB

Objective: Discovering how the language works (mechanics) and consolidating the modal (**must**) .

Procedure

warm up:

Correction of the homework : (exercise 2 page 52)

(a bachacke : ointment ,toothache :aspirin , cold :syrup ,…)

Step One: Reading phase

T. asks PP to open books on page 53.

Read the folowing conversation and answer the QQ :

1/ Permission.

2/ No, she doesn't.

3/ Stay in bed.

4/ (Must) expresses obligation.

Step Two: Practise

1/ You're a doctor and your partner has a health problem.

Tell him what he must / mustn't do :(exercise 1 page 53)

e.g : - I've got an awful pain in the back ,doctor.

- You **must** saty in bed . You mustn't carry heavy things.

2/ Match QQ and answers:(exercise 2 page 53)

e.g : - What's the matter ?

- I have an awful pain in my leg.

3/ Here are some directions for the use of a medicine

Write about what the user must / mustn't do : (exercise 5 page 54)

e.g : He must it in hot water.

He mustn't give it to children under 6.

Step Three: Reminder

Write the rule on your lesson-book and try to memorize it.

Step Four: Homework

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Exercise **3** page **53**

What do these signs mean ? Draw them and write in full.

E.g : No dogs means you mustn't go in with your dog.

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Teacher's name : Mr.Nacer Larbi

file 03 sequence 02 Health.

level 2 AM lesson: Go Forward .

Function: Talking about health , suggesting , expressing permission , expressing prohibition.

Strategies: global understanding and taking notes

Lexical items: energy , toxins , fibers , heart attack , (illnesses and their medicines).

Language Forms : Modal (**should** , **must**) .

visual aids: textbooks, BB

Objective: Reading for gist , developping the reading comprehension skill and consolidating the use of the dictionary .

Procedure

warm up:

T: Let's correct our homework (exercise 3 page 56)

- How often do you practise running ?
- Once a week.

Step One: Reading phase

- T. asks PP to open books on page 57 .

Look at the picture .We've got ten tips (words of advice)to be in good health:

Read these tips then complete the sentences below:

e.g: To feel calm , go to bed and get up early.

Step two Post-Reading Phase

- Now play roles with your partner: (exercise 2 page 57)

e.g: - What should I do to feel calm?

- You should sleep early and get up early .

- Ask QQ on the underlined words (exercise 3 page 57)

e.g:You must eat **vegetables** to help your digestion.

- What must you eat to help your digestion?

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Teacher's name :Mr.Nacer Larbi

file 3 sequence 02 Health

level 2AM lesson: Listen & speak.

Function: Enquiring and talking about someone's activities

Language forms: Adverbs of manner & time adverbs

Strategies: Using synonyms/antonyms , group work.

Phonetics. Sounds : / i / and / i: / and /ai/. Stress and intonation .

Lexical items: secret, lift , cast , attentive , patient (adj) , .

visual aids: pictures , textbooks, BB

Objective: Make PP able to understand while listening (manners in which actions happen and their times) and practise stress and intonation .

Procedure

warm up:

Correction of the homework (exercise 5 page 54)

- You must take one spoonful a day.
- You mustn't exceed 4 doses in 24 hours. , ...

Step one Listening Phase :

T. asks PP to open books on page 55and look at the picture.

What do you think is our theme today? Sports.

Listen to the conversation and answer the QQ:

1. He lifts weights.
2. He practises twice a week.
3. No, he doesn't.
4. He plays video games.

Step two Pronunciation and Spelling :

1/ Listen and repeat (table on page 55)

T. focuses on the pronunciation of the coloured letters .

2/ Identify the following : Pile , fill, illness , hiccups , excite , sick , advice..

3/ Compare : Pile , pill aspirin , excite , these , this , sick , seek , bite , itch= (irritate)

Step three Stress & Intonation :

PP repeat after the teacher and practise stress and intonation .

- I keep **fit** and I stand on my **feet**?
- You are **fat** and you stand on your **hat**.
- The car was **go**ing **fast.**
- And the po**li**ceman was **go**ing **nuts** !

Step Four Practise :

1/ **Group Work** : You're casting a play. Explain the parts to your classmates.**(1 page 56)**

e.g : **you** : You are a doctor and you're attentive.

Partner: I'll be the doctor. I'm attentive. I must listen attentive**ly** to my patients.

2/ Ask QQ and answer (3 page 56)

e.g : How often do you lift weights?

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- Twice a week

Step Four **Homework**

Exercise 2 page 56 : Turn the adjectives into adverbs of manner .

e.g : (quick : quickly)

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Teacher's name : Mr.Nacer Larbi

file 03 sequence 02 HEALTH .

level 2 AM lesson: Discover the language.

Function: Talking about health , suggesting , expressing permission , expressing prohibition.

Strategies: Using a dictionary , questioning & deducing rules.

Lexical items: depressed , worst , derive , handle .

Language Forms: Adverbs of manner (adj +ly).

visual aids: textbooks, BB

Objectives: Discovering how the language works (mechanics) and consolidating

the adverbs of manner (adj +ly)..

Procedure

warm up:

T: What do you do when you're a little bit late to school?

P: I Come in a hurry.

T: You come quickly

Step One: Pre-reading phase

T. asks PP to open books on page 58 and look at the picture.

-What do you see here ?

-It's a car .

-How 's the driver running?

-Too quickly (fast)

Step Two: Reading Phase

- Now ,Read the folowing conversation and answer the QQ:

1. terrible , bad .
2. We add (ly) to an adjective and form an adverb.
3. It's a verb.
4. The adverb modifies the verb.

Step Three: Practise

- Complete the following chart with adverbs from the text: (exercise1 page 58)

  Regular adjectives / adverbs : terrible , **terribly** - bad , **badly**.

  Irregular adjectives / adverbs : fast , **fast** .
- Put words in order to get correct sentences (2 page 58)

  e.g : He works **hard**.
- Insert each adverb in its place : (3 page 58)

  e.g : We're late. Please , could you walk **fast** ?

Step Four Reminder

You read these rules (page 59) and try to memorize them.

Step Four: Homework

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Exercise **4** page **58**

Complete the sentences with adverbs of your own :

e.g : Don't eat so **quickly** or you'll choke.

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Teacher's name : Mr.Nacer Larbi

file 3 sequence 03 *Health*

level 2AM lesson: Listen & speak.

Function: Talking about remedies and discoveries.

Language forms: Adverbs (consolidation) , the Passive form.

Strategies: Using synonyms/antonyms , group work.

Phonetics. Stress (first , second and third syllable) and intonation .

Lexical items: remind , mixed up , soak (bathe) .

visual aids: pictures , textbooks, BB

Objective: Make PP able to understand while listening (simple processes using the passive)
and practise stress and intonation .

Procedure

warm up:

Correction of the homework (exercise 4 page 58)
(angrily , hard , quickly , carefully , slowly , clearly) .

Step one *Listening Phase :*

T. asks PP to open books on page 60 and look at the picture.
What do you think is our theme today? Chemistry , medicines , biology ,..

Listen to the conversation and say True or False:
(False , True , True , False , False)

Step two *Pronunciation and Spelling :*

1/ Listen and repeat (table on page 60)
T. focuses on the pronunciation of the coloured syllable .

2/ Identify the following : Prepare , fibres , x-rays , relaxation , relieve , medication , medicine,...

3/ Compare : discover , discovery , create , creation , creativity , relieve , relaxation.

Step three *Stress & Intonation :*

PP repeat after the teacher and practise stress and intonation .
An **ap**ple a day keeps the **do**ctor a**way** !

Step Four *Practise :*

1/ **PairWork** : When did it happen ? Ask & answer:**(1 page 60)**
e.g : **you** : When was Penicillin discovered?
Partner: Penicillin was discovered in 1928.

2/ **Role play:** Find another way to explain how to apply home remedies (2 page 61)
e.g : - When you have fever , soak a cloth in cold water,..
- When you have fever , **a cloth is soaked in cold water** ,...

Step Five *Homework*

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Exercise 3 page 61 : Remember your biology lessons and say where you can find them:

e.g : Proteins **are found** in meat , fish and milk.

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Teacher's name : Mr.Nacer Larbi

file 03 sequence 03 *Health.*

level 2 AM lesson: Go Forward .

Function: Talking about remedies and discoveries.

Strategies: global understanding and taking notes

Lexical items: slice , tied , liver , leaves , insomnia , colic .

Language Forms : The Passive Form .

visual aids: , pictures ,textbooks, BB

Objective: Reading for gist , developping the reading comprehension skill and consolidating the use of the dictionary

Procedure

warm up:

T: Let's correct our homework (exercise 3 page 61)

- Fibers are found in vegetables and fruits. ...

Step One: *Pre-reading phase*

- T. asks PP to open books on page 61 .

Look at the pictures . (vegetables & fruits)

Are vegetables and fruits used for eating only? Where? How?

PP speak.

Step two *Reading Phase*

- Now read about these common plants . T . asks each line (class) to read

about a plant then tell the class about its use : (exercise 1 page 61)

e.g : Headackes are relieved with lemon . It is washed and cut into slices.Then , these slices

are applied and tied on the head.

Step three *Post-reading Phase*

- Imagine you're a host in a medical show on TV .Give some advice

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about other remedies you know. (exercise 4 page 62)

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Teacher's name : **Mr.Nacer Larbi**

file 03 sequence 03 HEALTH .

level 2 AM lesson: Discover the language.

Function: Talking about remedies and discoveries.

Strategies: Using a dictionary , questioning & deducing rules.

Lexical items: deficiency (insufficiency) , substance , regulate .

Language Forms: The Passive Form (Present & Past Simple)

visual aids: textbooks, BB

Objective: Discovering how the language works (mechanics) and consolidating the Passive Form (Present & Past Simple)

Procedure

warm up:

T: Let's correct our homework:

You were asked to give advice about plant remedies in a medical TV show:

e.g : Sweeties **are** not **taken** every time . A fruit **is eaten** in every meal.

Step One: Pre-reading phase

T. In the course of biology , you learnt about food composition: Do you know them?

PP : (Proteins , vitamins , fibres , fats , carbohydrates , ...)

Step Two: Reading Phase

T. asks PP to open books on page 62 and read the first paragraph about (**Vitamins**)

-Write the verbs and their subjects on your exercise-book:

(cause , contain , improve , called , regulate , plays , find ,is)

-Now , underline the verbs.

-Read the second paragraph and compare it with the first one.

(In the second paragraph , the complements of the verbs became subjects.)

Step Three: Practise

- Rewrite the following text in this way (1 page 63)

e.g : The five food groups are composed of..

- What's the problem ? Write sentences like this: (2 page 63)

e.g That dog **bit** her . Oh , she **was bitten** by a dog.

Step Four Reminder

You read these rules (page 63) and try to memorize them.

Step Five: Homework

Exercise **3** page **63**

Who did what? Do research in dictionaries and complete the sentences:

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e.g : Penicillin **was discovered** by Alexander Fleming.

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Teacher's name : **Mr.Nacer Larbi**

file 03 HEALTH .

level 2 AM lesson: Check

visual aids: **textbooks, BB**

Objective: **Evaluating PPs' acquisitions in (File 03)**

Consolidating what has been learnt .

Procedure

warm up:

T. : We have a set of exercises that we'll do to check our acquisitions and reinforce what we learnt in this file. ***We're going to do some of them in the class whereas the rest is left as a homewrk.***

Step One: Adverbs

Look at exercise 02 page 67 . Agree with these statements:

e.g :- Dad is a careful driver. - That's right . He drives carefully

Step two Passive Form

Look at exercise 04page 67 . When did it happen? Write sentences:

e.g : The London Underground was opened in 1863.

Step three Vocabulary

Look at exercise 06 page 67. **Cross the odd word out**

Step Four Must

Look at exercise 09 page 68. Must or mustn't ?

Step Five Spelling

Look at exercise 14 page 69. Correct the spelling mistakes.

Step Six Homework

The following exercises will be done as homework and will be corrected later:

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- ***Exercise 3 page 67.***
- ***Exercise 5 page 67.***
- ***Exercise 8 page 68.***
- ***Exercise 12 page 68***
- ***Exercise 16 page 69.***

You can do the rest of the exercises on a sheet of paper and bring them to the teacher for correction.

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Teacher's name : **Mr.Nacer Larbi**

file 03 HEALTH .

level 2 AM lesson: Learn about culture.

Title: Grandmother's remedies.

Lexical items: vinegar, wool ,splash , press .

Tenses : The Impearative , The Passive Form.

visual aids: pictures , textbooks, BB

Objective: Reading for pleasure and information , talking about and discussing topics about home remedies.

Procedure

warm up:

- *Do you always go to the doctor's when you're sick?*
- *What do you try at home ?*
- *Is it always beneficial ?*
- *What should you do when it doesn't work?*

Step One: Reading phase

1/ T.invites PP to read the first passage (you have a fever---a bee sting)

and say what they think about what's written there.

- When you've a bee sting , What is done first? (It's washed immediately.)

- What is done Later? (Vinegar is mixed with some water,...)

- Can you repeat it without looking at the book?

2/ T.asks every group in the class to choose a home remedy , read

and describe to partners the way it 's applied .

For example : Group one (lemon / headache) , Group Two (olive oil/cold) ,

Group three (Bsugar, vinegar/hiccups) , Group Four (cabbage/burns) and

Group Five (Cucumber/ beauty).

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Step two Post-Reading Phase

A pupil from each group presents his comments(in passive form) ,

then PP are asked to ask him QQ .

Step three Homework

T. asks PP to read the next topic at home (Colours and health)

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Teacher's name : **Mr.Nacer Larbi**

file 03 HEALTH .

level 2 AM lesson: **Project**

visual aids: **pictures , Internet , textbooks, BB**

Objective: **Train pupils do research work and re-use what they have learnt in this file**

Procedure

warm up:

In this Third File , you learnt many things about illnesses and plants. You learnt how to keep fit and be in good health. You gave helpful advice. Today , you're going to make a medical / herbal guide which will show how healthy food , good eating habits and sports help you keep in good health.

You need :

- *a sheet of paper*
- *photos / drawings/*
- *A dictionary /magazines/ internet materials,..*

Step One: Instructions

How to start ?

- *Choose plants (herbs , vegatables ,fruits....)that you'll describe.*
- *Decide what you will do : (plan)*

(collect pictures , make drawings , investigate about plants/illnesses,..)

- *Make an interview with a doctor and ask old people*
- *Ask parents , neighbours for help when necessary.*

(Is this information true / clear/good/..?)

- *Use the dictionary to choose appropriate vocabulary.*
- *When your work is ready , check the punctuation ,the verbs,..then type/write it.*
- *Then , it's time for illustrations: (stick your photos / drawings/etc..)*
- *Your Project is ready :*

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1. ***Bring it to the class.***
2. ***Compare it with your partners' ones.***
3. ***Write your classmates' remarks on a sheet of paper.***
4. ***Discuss them with your partners and decide how to improve your next project.***

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