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Level: Second Year

Sequence: Three (03)

** ME AND MY HEALTH **

LESSON PLANS

+

WORKSHEETS



فروض واختبارات مع الحلول لكل المستويات — مجاناً

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The Sequence Lay – out

The School: .....

The School Year: 2020 – 2021

Teacher: .....

Grade: Second Year



Num	Lesson	Framework	Aim

Sequence: 3rd ** Me and My Health**

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	The Initial		❖ To give Lrs a general view over the whole sequence.
01	Situation	Presentation	❖ To get Lrs familiar with the topic **(The Food lexis + The Health Problems)**
02	I Listen and Do	PDP	To ask / to answer about health problems.
03	I Pronounce	PPU	To pronounce the two sounds correctly **(sh / ch)**
04	I Practise (01)	PPU	To give/ To produce pieces of advice using **should/should not.**
05	I Practise (02)	PPU	To give/ To produce recommendations using **must/must not.**
06	I Practise (03)	PPU	To give orders using **the imperative form.**
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 **(Writing an email to a friend to give advice to get fit)**
11	Now, I can	An assessment Rubric	To assess / To evaluate the Lrs' acquisition for the resources learnt during the sequence **(For Remediation)**

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

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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	**A) Warming Up:** **T. presents the sequence topic using a photo.** **T. sticks the photo on the board and asks Lrs. questions about the photo.** **T- Lrs. brainstorm the lexis related to the photo.** **T. tries to elicit the key word ''Health'' from Lrs.** **T. Introduces the New Sequence Topic "Health".** **T. presents the general Topic of Sequence Two ''Me and My Health'' using photos.**	To warm Lrs up. To interact To elicit the topic	C1 C3
15	Presentation	**A) Presentation:** **T. writes down the Starting Off Situation on the board.** **"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"** **Lrs. write down the situation on their copybooks.** **Lrs (04 – 06) read the situation.** **T – Lrs highlight and explain the key words found in the situation (Help – suffer - Obesity – 98 Kilos – Sick – lose weight) using visual aids.**	To present the initial situation.  To pre-teach the key words.	C1
05		**T. asks Lrs. different questions related to the topic.** **T – Lrs. brainstorm the lexis related to the sequence topic (Food items, The body parts, Illnesses, …)** **(What do you like: Healthy food or Unhealthy food? How much do you weigh? Give examples of Un/healthy food)** **Lrs. report their answers to class.**	To interact orally.	C2 C1
10		**T. presents healthy and unhealthy food items using different photos.** **Lrs. name the different food items and stick them on the board.** **T. shows Lrs. different photos of body parts.** **Lrs. name the different body parts on the photos and stick**	To present the new lexis.	C1

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

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.	Differentiate	Work within the	Socialize through	Communicate

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- 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
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 name the different body parts.

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



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06		1) Aness is eleven years old. (F) 2) He should have a rest. (T) Lrs. report their answers to class.	To check their comprehension	C2
06		D) Post Listening: T. reviews briefly the body parts using the flash cards. 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.	To present the new lexis (The Body Parts) TPR	C1 C3
07	Practice	Activity Three: I match each body part with its name. (Note: The Activity is on Hand –outs) T. explains the activity to lrs. carefully and checks for misunderstanding. Lrs. do the activity. Lrs. report their answers to class. Activity Four: I colour the odd word. 1) Eye - Ear - Mouth - Finger 2) Face - Head - Stomach - Nose 3) Foot - leg - knee - Hand Lrs. report their answers to class. Activity Five: How many ……s have you got? '' Eye - Nose - Finger - Foot - Leg - Teeth - back - Hair – Hand ''	To consolidate the body parts. To reinforce the body parts To practise the expression ''Have got''.	C2 C2 C2
08	Produce	One / Two / More than two …… / …… / …… A: How many eyes have you got? B: I have got 2 eyes.	To interact Role Play	C3
08		T. asks Lrs different questions about their body parts. Lrs. report their answers to class.		C1



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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	Intellectual	Methodological	Social	Communicative

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

Lesson: I PRONOUNCE **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 pronounce "SH/CH" sounds correctly.

Time Min	Frame work	Tasks	Aims	Compts
08	Warm Up	**A) Warming Up:** **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 ….."**	To warm Lrs up. To interact	C1
05	Presentation	**B) Presentation:** **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.**	To contextualize the sounds To interact	C1
06	Presentation	**Task One: I listen and complete the following dialogue with:** **(sugar - check up - problem – ill – eat – chocolate – brush)** **Adam: Hello!** **Dentist: Hello! What is the ……?** **Adam: I am …… My tooth hurts me a lot.** **Dentist: Do not worry. I will give you a ……..** **Dentist: Ow! You have a tooth decay. You shouldn't ……. too much ……., sweets, and …….. You should …… your teeth daily.** **Lrs. report answers to class.** **Lrs. role- play the dialogue in pairs.**	To Improve Lrs' listening ability. To listen for details. To speak (Role-Play)	C2
10	Presentation of the sound	**T. presents the two sounds (sh'' and ''ch) through words taken form the passage.** **'' check up - sugar - chocolate – brush ''** **T. isolates, highlights these words and analyses the two sounds.** **T. asks Lrs. to provide examples with these two sounds.**	To highlight, isolate, and present the two sounds.	C1

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08	PISASP	**Lrs. report their examples to class.** **T. helps Lrs. to elicit the rule by themselves.** Sh / S /ʃ/ : Fish – Brush – Sugar Ch / tʃ/ : Chocolate – Cheese **Lrs. practise the two sounds through tasks.** **Task Two: I Classify.** **(chicken – she – children – watch – shoulder – shirt – touch - shop – much - chef - sheep – shoes)** Sh /ʃ/ : …… Ch / tʃ/ : ……	To elicit the rule To state the rule To consolidate the two sounds	C1 C2
08	Practice	**Lrs. report answers to class.** **Activity Three: I cross the odd word.** 1) Chips - Chocolate – ~~Fish~~ - Cheese 2) ~~Chew~~ - shop - she - Wash 3) ~~School~~ - Butcher - Chest - Much 4) ~~Chef~~ - Chicken - Cheap - Kitchen 	To check Lrs' understanding	C2
10	Use	**Activity Four: A Game !!! The Sweetest Food !** **T. explains the game clearly to Lrs. and checks for misunderstanding.** **Lrs. play the game in groups and have fun.**	To have Fun To use /re-invest the two sounds To interact To involve the slow Lrs.	C1 C2 C3

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

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

Lesson: I LISTEN AND DO (02) **Framework: PDP**

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

Linguistic Resources: The Health Problems + The Wh Word (What)

Learning Objective: By the end of the lesson, Lrs will be able to ask/answer about health problems.

Time Min	Frame work	Tasks	Aims	Compts
08	Warm Up	**A) Warming Up:** **T- Lrs. review the ''Sh / Ch'' Sounds.** **Lrs. produce examples using these two sounds.** **Lrs. play the game and have fun.**	To warm Lrs up.	C1
05	Presentation	**B) Presentation:** **T. presents the listening situation using a photo.** **T. asks Lrs different questions about the photo.** **Lrs. report their answers to class.** **T. presents the health problems.**	To present the listening situation.	C1 C2 C3
06	While Listening	**C) While Listening:** **Lrs. listen to a short passage and do some Comp Acts.** **Sami: Hello! I am Sami** **Doctor: Hello Sami! How can I help you?** **Sami: I don't feel well. I am sick** **Doctor: What's the problem?** **Sami: I have got a bad stomach ache.** **Doctor: Don't worry. I will give you a check – up.** **Doctor: Ow! You have a fever too. You should have a rest and you should not drink the soda.** **(Adapted From Different Sources)** **Task One: I listen and choose a, b, or c.** **1) Sami is …….** **a) sick b) hungry c) tired** **2) Sami has got a …….** **a) stomach ache b)back ache c) toothache** **3) Sami should have …….** **a) a rest b) soda c) drugs** **Lrs. Report their answers to class.**	To Improve Lrs' listening ability.  To listen for details	C2
06		**Task Two: I listen and write "True / False".** **1) Sami feels well.** (……..) **2) Sami should not drink milk.** (……..) **Lrs. report their answers to class.**	To check their comprehension	C2
		D) Post - Listening: **T. presents the health problems using visual aids.** **Lrs. name the different health problems and stick them on**	To present the new lexis	

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

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

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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
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	**A) Pre - Listening (A warming Up):** **T. reviews the health problems briefly.** **T. reviews the target language "What's the problem/matter?"** **Lrs. report their answers to class.** **T- Lrs. review the Healthy - Unhealthy food through a game.** **Lrs. play the game and have fun.**	To warm Lrs up To get them involved	C1 C3
04	Presenting the modals	**B) Presentation:** **T. contextualizes the grammar point through a situation.** **T. presents a situation ''A dentist Visit'' using a photo.** **Lrs. comment on the photo and describe the health problem.**	Real life situation To present the modals	C1
06		**Activity One: I help my friend Farah.** **Farah has a bad toothache.** **"eat sweets - have a rest – eat ice cream – eat chocolate – brush teeth"** Should / Should not ..... / .... / ..... **T. explains the activity clearly to Lrs.** **Lrs. do the activity.** **Lrs report answers to class.** **Lrs. write the examples using: ''Should / Should not''**	To contextualize the grammar point.	C2
02	PIASP	**Eg:** **1) Farah should brush teeth.** **2) She should not eat sweets.** **T. explains the examples above (The meaning and the form).** **T. isolates, highlights, and analyses the modal "Should".** **T. presents "Advice"** **Lrs report their examples of Advice using the modal Should**	To highlight analyse the modals To interact To draw the rule by	C1





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<table>
<tr>
<td>08

08

06

08

08</td>
<td>Practice

Produce</td>
<td>
(not)
Should === A Modal
Should / Should not ===== Advice
Subject + Should / Should not + Verb
<u>Activity Two: I re-order the following words to get coherent sentences.</u>
1) should / . / He / the doctor / visit /
2) / not / should / drink / You / . / coffee /
3) / water / He / drink / too much / . / should /
Lrs. report answers to class.
<u>Activity Three: I colour the right correct modal.</u>
Nassim, your friend, is ill! He has a stomachache.
1) He should – should not eat pizza.
2) He should – should not drink coffee.
3) He should – should not drink soda.
4) He should – should not visit the docto


Lrs report answers to class.
<u>Activity Four: Melek, your friend, is sick! She has a fever.</u>
<table>
<tr><th></th><th>go to school</th><th>visit the doctor</th><th>take drugs</th><th>go shopping</th><th>drink water</th></tr>
<tr><td>Should</td><td></td><td>*</td><td>*</td><td></td><td>*</td></tr>
<tr><td>Should N</td><td>*</td><td></td><td></td><td>*</td><td></td></tr>
</table>
T. explains the task clearly to Lrs.
T. provides Lrs with an example if necessary.
Lrs. write their sentences on their copybooks.
T. checks the Lrs' work, helps, and corrects their mistakes.
Lrs. report their answers to class.
<u>Task Five: You friend has a broken leg! He need help!</u>
T. explains the task clearly to Lrs.
T. provides Lrs with an example if necessary.
Lrs. write their sentences on their copybooks.
T. checks the Lrs' work, helps, and corrects their mistakes.
Lrs. report their answers to class.
</td>
<td>themselves

Reference

To reinforce the advice structure

To check lrs' comprehension

Guided produce

To re-invest the modal (should/should not)

Free produce

To produce meaningful pieces of advice</td>
<td>C1

C2

C2

C3
C2
C1

C3
C1</td>
</tr>
</table>

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

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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 (02) **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 recommendations.

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

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	T. isolates, highlights, and analyses the modal "Must"'. T. presents "Obligation / Prohibition" Lrs report their examples of obligations/prohibitions using the modal: "Must (not)''	rule. To elicit the rule.	
	Must === A Modal Must ==== Obligation Must not ===== Prohibition Subject + must (not) + verb (stem)	Reference	C1
08	**Activity Four: I fill in the gaps with:** "Must – Must not" 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. 	To consolidate the modal "Must"	C2
06	Lrs report answers to class. **Activity Five: I match.**	To review the health problems.	C2
06	Headache — Not drink soda and coffee. Toothache — Take an aspirin Stomachache — Have a rest. backache — Not each too much sweets. Lrs report answers to class. Lrs. produce recommendations using ''Must/Must not''.	To re-invest the health problems and the modals.	C3
05	**Activity Six: What is the matter?** A: What is the matter? B: I have a ……. A: You must …… 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. 	To re-invest the modal must / the lexis. To interact	C3
	Role Play: Lrs enrole the dialogue above in pairs.	Real Life Situation	C1

LESSON PLAN

School Year: 2020 - 2021

Teacher: ……

Grade: 2MS

Sequence Three: ME AND MY HEALTH

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Core Values	Cross Curricular Competencies

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- Giving Importance to his/her Health. - Giving Orders. - Giving help to others	Intellectual	Methodological	Social	Communicative
	Know the health problems	Work within the class/Individual Work	Socialize through written messages.	Communicate with 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	**A) A warming Up:** **T – Lrs. review briefly the sequence topic ''Me and My Health''.** **Lrs. report answers to class.** **Lrs. report examples of health problems.**	To warm Lrs up To interact.	C1
06	**B) Presentation:** **T. presents the imperative form using flash cards.** **Lrs. look at the photos.** **T. asks Lrs. questions about the photos.** **Lrs. report examples to class.** 	To present the imperative form To interact	C1
06	**Activity One: I re-order the following wrds to get coherent sentences.** **1) / You / wash / . / hands / should /** **2) / must / . / You / food / fast / not / eat /** **3) / teeth / . / Brush /** 	To contextualize the imperative form	C2
06	**T. explains the task clearly to Lrs and checks for misunderstanding** **Lrs. report answers to class.** **Lrs. read the examples above.** **T – Lrs. analyze the sentences above and their forms.** **T. writes Lrs' answers on the board.** **T. highlights ''the subject and the verb'' in the sentences above (With help of the Lrs)**	PIASP To highlight, isolate, and analyse the imperative form	C1
05	**T. presents ''The Imperative Form'' to class.** **T. explains the imperative form (Affirmative + Negative Forms)** **T. asks Lrs. to report examples of imperative form.** **Lrs. report their answers to class.** **T. helps Lrs. to elicit the rule by themselves.** **The Imperative Form === Orders** The Imperative Form: Affirmative / Negative	To produce meaningful sentences To elicit the rule	C3 C1

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08	**Start with the Verb** **Don't + Verb** **Task Two: I re-order the following words to get coherent sentences.** 1) / water / Drink / . / too much / 2) / ice cream / Don't / eat / . / much / 3) / sport / . / Practise / daily / 4) / Don't / breakfast / . / skip / in the morning /	Reference To reinforce the sentence structure	C2
10	**Task Three: Change the following sentences into the imperative form.** 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. ..... 	To check / reinforce Lrs' understanding	C2
10	**Task Four: I look at the photos, and I write 6 sentences using the imperative form.** 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. 	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

Core Values	Cross Curricular Competencies

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- Giving Importance to his/her Health. - Giving Advice.	Intellectual	Methodological	Social	Communicative
	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	**A) A warming Up:** T – Lrs. review briefly the health problems through ''TPR Game'' Lrs. play the game and have fun. **B) Presentation:**	To warm Lrs up To interact.	C1
05	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.	To present the reading situation. To pre-teach the key words	C1 C2
06	**C) While - reading:** Lrs. read a short passage and do some comprehension Acts. **Activity One: I read and colour a, b, or c.** 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.	To improve Lrs' reading ability. To skim while reading	C2
06	**Activity Two: I read and complete.** Healthy food: 1-…… 2-…… 3-…… Unhealthy food: 1-…… 2-…… 3-…… Lrs. report answers to class.	To scan while reading	C2
06	**Task Two: I read and complete the following table.** Jawad should: 1-…… 2-…… Jawad should not: 1-…… 2-…… Lrs report answers to class.	To scan while reading	C2
06	**Task Three: I read and match each word with its opposite.** A: Healthy, More B: well, Happy	To improve Lrs'	C2

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08	Sick / Less unhealthy Lrs report answers to class. C) Post – Reading: T. presents and contextualizes the new topic ''Meal Time" T. asks Lrs different questions and elicits the three meal times from Lrs. Lrs. report their answers to class. T. presents the three daily meals (Breakfast – Lunch – Dinner) using flash cards. at 7 am / at 12 O'clock / at 8 pm Breakfast / Lunch / Dinner Task Four: I am a Super Chef. "Salad - Pizza – Coffee – Chicken - Cake – Milk – Bread – Jam – Soup"	Vocabulary To present the daily meals. To interact Reference	C1
08	Breakfast / Lunch / Dinner …… / …… / …… Lrs. report answers to class. T. explains the activity clearly to Lrs. Lrs. do the activity on their copybooks. T. checks Lrs' work and corrects their mistakes. Lrs. report their answers to class.	Consolidating the meal times Reviewing the food items	C2
08	Task Five: I help my friend, Amine. He suffers from eating disorder. Lrs. give advice to their friend using the modal "Should / should not". At breakfast, Amine should eat …… At lunch, …… At dinner, …… Lrs. report their answers to class.	Free Produce To re-invest the lexis / the modal ''should'' To give Advice	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.



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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:

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)**



LESSON PLAN

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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			
	Intellectual	Methodological	Social	Communicative
-Helping Other People. - 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	**A) A Warming up:** **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	Presentation	**B) Pre – writing:** **T. reviews the problem-solving situation seen in the initial situation.** **Lrs. go back to the initial situation.** **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.**	C1 C3 To review and brainstorm the lexis To present the writing situation	C1
08		**Activity One: I help my friend Mona. I give her advice to be slim.** **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 prepare them for the write. To review / re-invest must/should	C1 C3

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

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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
……	……
……	……
……	……
……	……
……	……
……	……

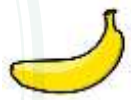
Task Two: I read the words and match them with the pictures.

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


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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
……	……	……	……
……	……	……	……
……	……	……	……
……	……	……	……
……	……	……	……

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