

Sequence: 03

Lesson: 01 (I listen and do)

Framework: P.D.P

Learning objectives: To enable the learners to describe their body parts.

Targeted competencies: Interact/ Interpret/ Produce.

Target structure: The present simple tense.

Domains: Oral/ Written/ Both.

Core values: Raising teenagers awareness in regard to physical exercise.

Materials: Board/ Flashcards.

Cross curricular competencies

Intellectual: They can interpret verbal messages to get information.

Methodological: They can use listening strategies in interpreting messages and work in pairs or in groups.

Communicative: They can use a role play to communicate appropriately.

Social and Personal: They can socialize through oral exchanges.

Warming Up: The teacher greets the learners and makes a quick review about parts of the head that they have seen in (Sequence 1) this year.

Pre-Listening: The teacher presents the following keywords: (arm – hand – finger – elbow – wrist – neck – shoulder – leg – thigh – foot – shin – knee – ankle – toe – fingernail – toenail – nail clippers – nail polish – heel – back – throat – chest – stomach/ bell/ tummy – waist) through flashcards.





Thigh



Foot



Shin



Knee



Ankle



Toe



Fingernail



Toenail



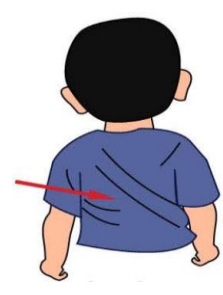
Nail clippers



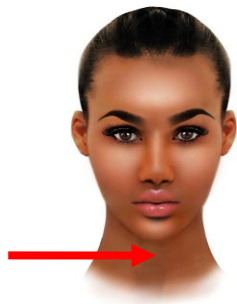
Nail polish



Heel



Back



Throat



Chest

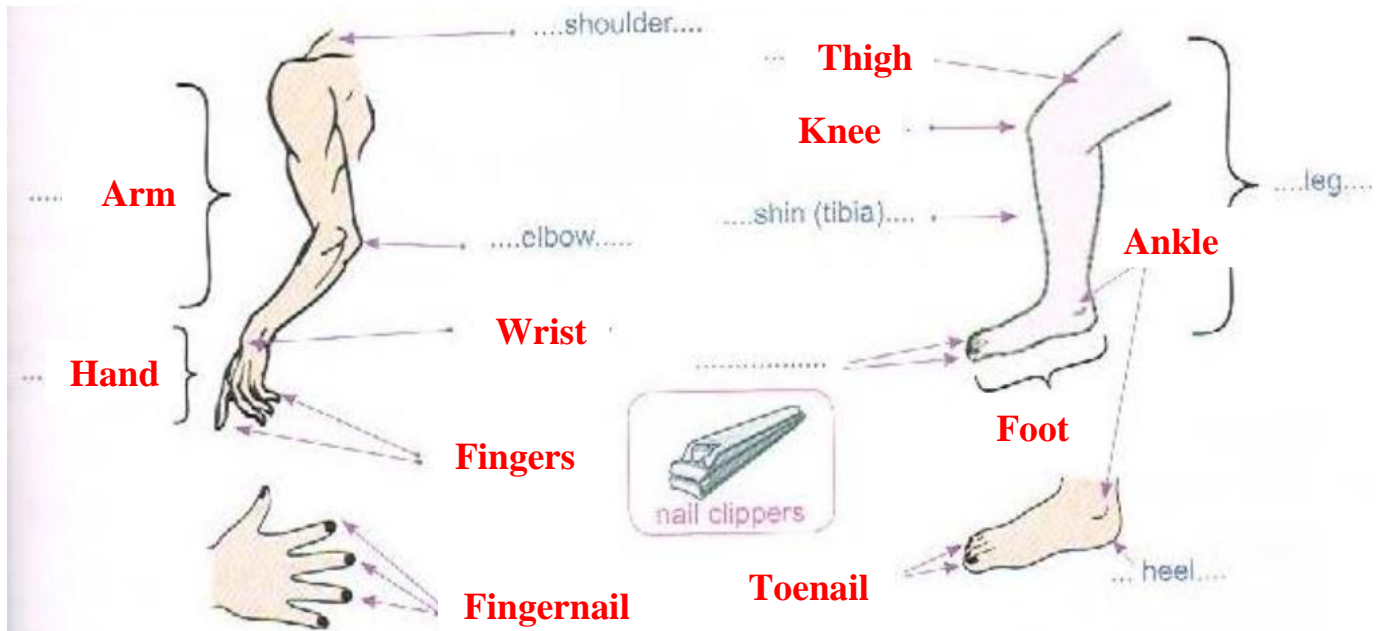


**Stomach/ belly/
tummy**

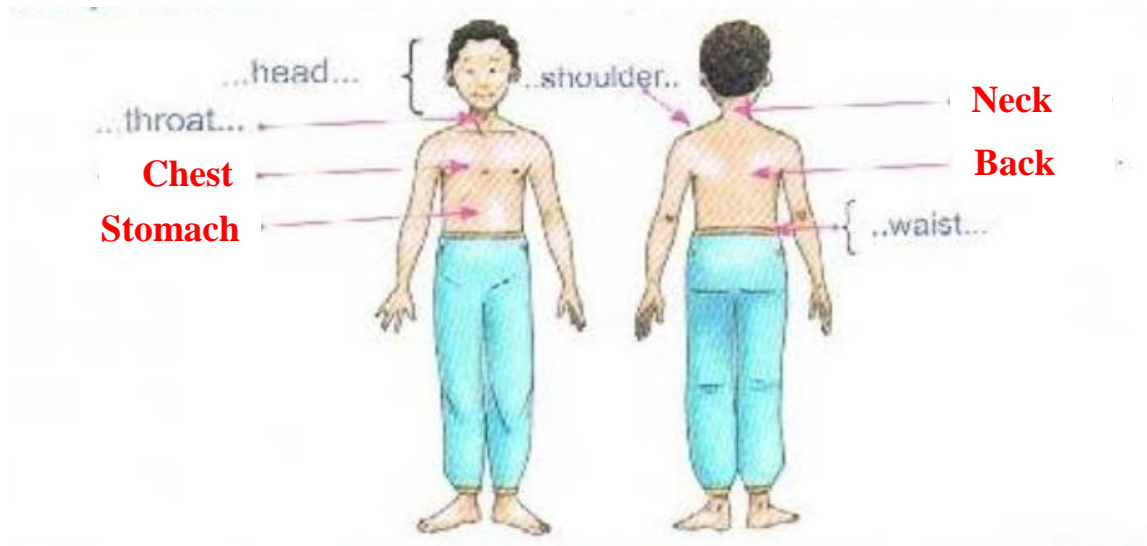


Waist

During Listening: Task 1: The teacher invites the learners to listen to (**Listening Script Body Parts "part 1, 2 and 3" page 21 and 22**) and do (**Task 1, 5 page 77 and Task 7 page 78**). The teacher invites the learners to listen again to the script and check their answers. They may work in pairs.



Task 5 page 77



Task 7 page 78

My partner: How do you call the part between the neck and the top of the arm?

Me: We call it **shoulder**.

My partner: How do you call the join between the arm and the hand?

Me: We call it **wrist**.

My partner: How many fingers and toes do we have?

Me: **We have five fingers in each hand and five toes in each foot.**

My partner: How do you call the join that helps fold our leg?

Me: **We call it knee.**

My partner: What's the top part of the leg called?

Me: **It is called the thigh.**

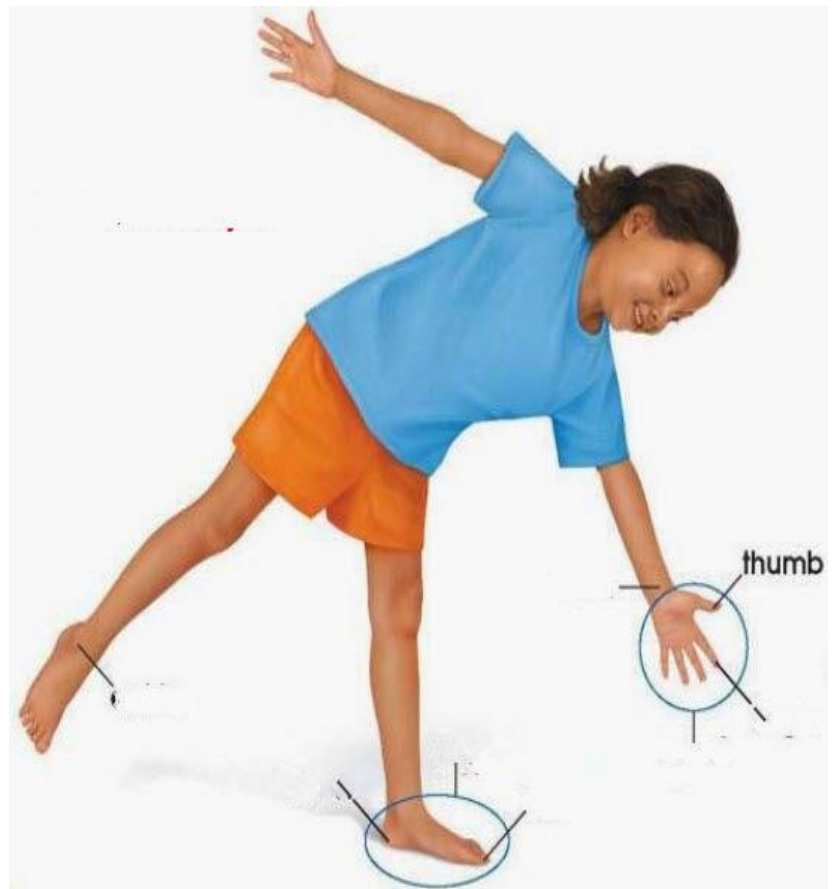
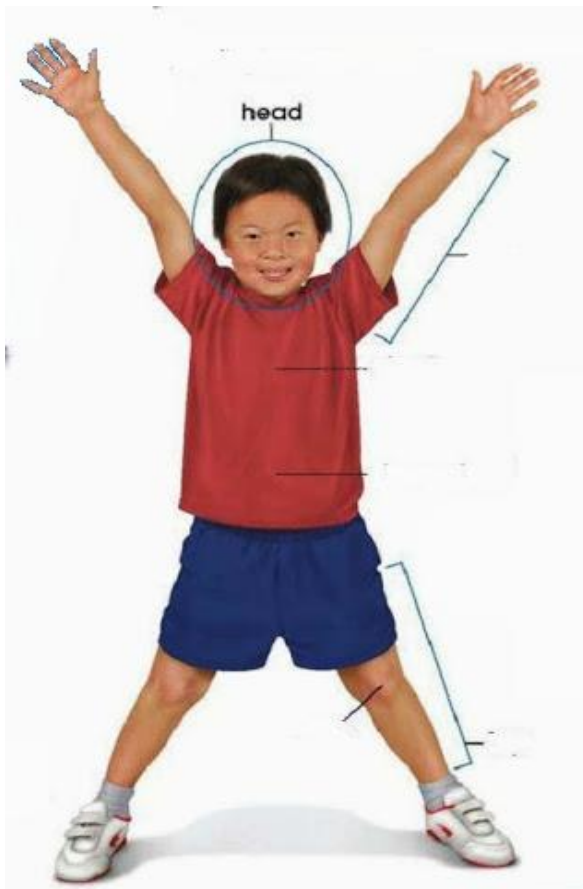
My partner: And the lowest part?

Me: **It is called the shin.**

- The teacher asks the learners to change the role with their partners and change other body parts.

Post Listening: Task 2: The teacher sets the following activity and asks the learners to complete the missing words in these two pictures.

Activity: Complete the missing information in each picture with these words: (**heel – chest – foot – knee – wrist – arm – hand – stomach – ankle – leg – finger – toe**)



- The learners read their answers in front of their classmates. They may correct their mistakes and choose the best one to be written.
- The teacher invites the learners to copy down in their copybooks.

Sequence: 03

Lesson: 02 (I listen and speak)

Framework: P.D.P

Learning objectives: To enable the learners to express obligation and prohibition.

Targeted competencies: Interact/ Interpret/ Produce.

Target structure: Have to .../ Have got to ...

Domains: Oral/ Written/ Both.

Core values: Raising teenagers awareness in regard to healthy food.

Materials: Board/ Flashcards.

Cross curricular competencies

Intellectual: They can interpret verbal and non-verbal messages to get information.

Methodological: They can use listening strategies in interpreting messages and work in pairs or in groups.

Communicative: They can use a role play to communicate appropriately.

Social and Personal: They can socialize through oral exchanges.

Warming Up: The teacher greets the learners and makes a quick review about food and jobs. He may focus on jobs related to health. (**doctor – nurse – chemist – dietician – ophthalmologist – dentist – midwife – specialist – surgeon**)

Pre-Listening: The teacher pins pictures of "fast food" and "girl with a doctor" on the board and asks the following questions.

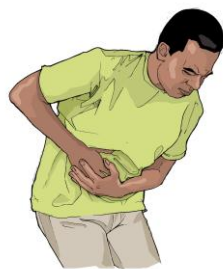


- ✓ What is the first, second picture represent? ✓ What is the relation between the two pictures?
- ✓ When do we go to the doctor?

During Listening: Task 1: The teacher reads the conversation (**Listening Script 9 and 10 page 22 and 23**) and tries to explain the new keywords (**pale – stomach ache – vomit/ threw up/ diarrhoea – high temperature**). In the same time, he/ she asks the learners to do (**Task 9 page 78**).



Pale



a stomach ache



Vomit/ Threw up



a diarrhoea



a high temperature

Task 9 page 78

Doctor: Hello, Amy. You **look** very pale. How do you feel?

Amy: Not very well. I've got terrible **pains** in my belly. I also **vomited** up my dinner last night and I have the **runs**.

Doctor: You mean "diarrhoea". Let me **examine** you. Oh, you have a **high** temperature! What did you eat for dinner?

Amy: Hmm ... I ate out at a fast food restaurant with some friends of **mine**. I had a large pizza with extra cheese, a large **portion** of chips, a large coke and some ice cream for **dessert**.

Doctor: Oh! No wonder then you threw up your dinner last night and you have a stomach **ache** this morning!

- The teacher asks the learner to practice and act the dialogue in pairs.

Task 2: The teacher reads the conversation (**Listening Script 11 and 12 page 23**) and tries to explain the new keywords (**nauseous – medicine – dietician – prescription – chemist**). In the same time, he/ she asks the learners to do (**Task 11 page 79**).



a nauseous



a medicine



a dietician



a prescription



a chemist

Task 11 page 79

Amy: I still **feel** nauseous, like wanting to **vomit** again

Doctor: Listen, Amy. I'm going to give you some **medication** to ease the pain in your stomach and stop diarrhoea and vomiting but you **should** consult a dietician, a specialist who'll give you some good **advice** about what you should or **shouldn't** eat. You're overweight **seventy** kilos!

Amy: Thank you, **doctor**.

Doctor: Here's your prescription. The **chemist** will explain how you should take the **medicine** I prescribed to you. Follow his instructions and take care of your **health**. Good bye, Amy.

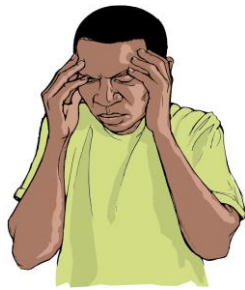
Amy: Good bye, **doctor**.

- The teacher asks the learner to practice and act the dialogue in pairs.

Post Listening:: Task 3: The teacher asks the learner to do (**Task 1 page 88**) and (**Task 3 page 89**) orally to know more about illness and treatment. After that, he/ she asks them to do (**Task 14 page 79**). He/ She may give them some other illnesses and treatments. **Illnesses:** (a flu – a headache – a sore throat – a toothache – a cold – a cough – a fever – an earache – a backache – sneezing – runny nose – ankle sprain – severe sunburn – cut finger – sunstroke – conjunctivitis – swollen – bleeding – a cramp – a broken bones – asthma etc.) **Treatments:** (pills – inhaler – injection – sunburn cream/ sunscreen – plaster sticking – pain relief back patches – ear drops – antibiotics – orthopaedic ankle brace – infusion/ herbal tea – ophthalmic ointment – nasal spray/ nasal drops – throat spray – cough syrup – antispasmodic pills etc.).



a flu



a headache



a sore throat



a toothache



a cold



a cough



a fever



an earache



a backache



Sneezing



Runny nose



Ankle sprain



Severe sunburn



Cut finger



Sunstroke



Conjunctivitis



Swollen



Bleeding



a cramp



a broken bones



Asthma



Pills



Inhaler



Injection



Sunburn cream



Sunscreen



Plaster sticking



Pain relief back patches



Ear drops



Antibiotics



Orthopaedic ankle brace



Infusion



Herbal tea



Ophthalmic ointment



Nasal spray/ drops



Throat spray



Cough syrup



Antispasmodic pills

Task 14 page 79

My partner: Hi. You look pale and tired today. How do you feel?

Me: *I'm not in good shape.*

My partner: What's the matter?

Me: I have *a terrible headache.*

My partner: Did you see a doctor.

Me: *Yes, I did.*

My partner: What did he say?

Me: He prescribed some medications and advised me to *stop watching TV for a long time.*

- The learners read their work in front of their classmates. They may correct their mistakes and choose the best one to be written.
- The teacher invites the learners to copy down in their copybooks.

Sequence: 03

Lesson: 03 (The language use)

Framework: P.P.U

Learning objectives: To enable the learners to express obligation, prohibition and giving advice and recommendations.

Targeted competencies: Interact/ Interpret/ Produce.

Target structure: Have to .../ Have got to .../ Must/ Should/ The imperative.

Domains: Oral/ Written/ Both.

Core values: Raising teenagers awareness in regard to health problems caused by overweight and obesity./ Raising teenagers awareness in regard to physical exercise and healthy food./ Sharing valuable medical advice and recommendations between teenagers in regard to health.

Materials: Board/ Flashcards.

Cross curricular competencies

Intellectual: They can use their critical thinking to deduce the rules.

Methodological: They can take notes and exchange information with their peers.

Communicative: They can use to communicate appropriately.

Social and Personal: They can socialize through oral exchanges.

Warming Up: The teacher greets the learners and makes a quick review about food, illnesses and sports by showing them some flashcards and tries to elicit names from them.



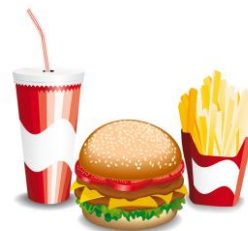
Salted crisps



Peanuts



Chocolate bar



Fast food



Ice-cream



Sugary drinks



Pancake



Vitamin



Diet



**Overweight/
Obesity**



Diabetes



Heart disease



Gym



Walking

- The teacher asks the learners to name other food. He writes them on the board and asks the learners to put them in the chart below: (**fast food – milk – fat – fruits – sugar – vegetables – salt – pizza – juice – cola – fish – fried potatoes – butter**).

Healthy food	Unhealthy/Junk food

Presentation: Task 1: The teacher reads the conversation between Amy and her dietician (**Listening Script 17, 18 and 19, 20, 21, 22 page 24**) and tries to explain the new keywords (**overweight/ obesity – scales – diabetes – heart disease – salted crisps – peanuts – chocolate bar – ice-cream – sugary drinks – pancake – gym**). In the same time, he/ she asks the learners to do (**Task 16, 18 and 20 page 80 and 81**).

Task 16 page 80

MEDICAL CARD

FIRST NAME: **Amy.**

SURNAME: **Morrison.**

SPECIALIST's NAME: **Dr Sandgate.**

MEDICAL SPECIALITY: **Dietician.**

AGE: /


HEIGHT: **1.55 m.**

WEIGHT: **70 kg.**

NORMAL HEALTHY WEIGHT: **40 to 60 kilos.**

DANGEROUS UNHEALTHY WEIGHT: **Two or three more kilos.**

HEALTH PROBLEM: **Overweight/ Obesity.** ..



Task 18 page 80

- to eat too much.
- to eat fruit and vegetables.
- to eat between meals.
- to eat bad, unhealthy food with lots of fat, sugar and salt.
- lack of physical exercise or sport practice.
- to be a "couch potato" (to spend a lot of time sitting and watching TV).

Task 20 page 81

- | | |
|---|---|
| <p>6 I love fast food. I also like ice cream, sugary drinks and pancakes but I hate vegetables, except potatoes.</p> <p>2 Well, I spend a few hours watching TV every day, like many young people.</p> <p>4 Hmm ... I like eating salted crisps and peanuts or milk chocolate bars when I watch my</p> | <p>1 Are you a couch potato, Amy?</p> <p>5 What kind of food do you like eating on a daily basis?</p> <p>3 Do you eat between meals?</p> |
|---|---|

favourite TV serial.

- The teacher eliciting the target language and highlighting the rule (**My Grammar Tools page 87**).

Dietician: ***Come in***, please. ***Have*** a seat.

Dietician: ***Let's check*** your height and weight, first.

Dietician: Now ***step on*** the scales and ***don't move***, Amy.

Amy: Our family physician says that I'm overweight and that I ***should consult*** a specialist like you.

Dietician: But you ***should*** also ***ask*** me about the causes of overweight and obesity.

- ☛ To give **advice** to someone, we use: "**should** + **Stem**" or "**shouldn't** + **Stem**"
eg: You **should** consult the doctor. (It is better for you to go to the doctor)
You **shouldn't** eat too much sweets. (I think it's not good for you to eat too much sweets)
- ☛ To ask for **advice** we use: "**should** + **Subject** + **Stem ...?**"
eg: What **should** I do if I have a headache?. (Please, tell me what to do?)
You **should** lie on your back and take a rest. You **shouldn't** move. You **should** stay in bed.
- ☛ To make **recommendation** or give **advice** to someone, we can also use **the imperative**: "**Stem**" eg: **Come** in./ **Have** a seat./ **Let's** check.
- ☛ To form the negative we use: "**Don't** + **Stem**" eg: **Don't** move.

Task 2: The teacher reads the conversation between Amy and her dietician (**Listening Script 23, 24, 25 and 26 page 25**) and tries to explain the new keywords(**bad food/ junk food – lack of exercise – less fat – vitamins – fit – walk – diet plan – balanced food**). In the same time, he/ she asks the learners to do (**Task 22 and 24 page 81**).

Task 22 page 81

Listen, Amy. Too ***much*** food or bad food, plus ***lack*** of exercise or sport practice are the usual causes of overweight and ***obesity***, and many other ***health*** problems. You should eat less ***fat***, less sugar and less salt and more fruit and vegetables because they're rich in ***vitamins*** and many other good things. You must ***do*** more exercise to keep fit and healthy. Try to ***walk*** more often and spend less time watching TV. You must go on a ***diet*** immediately if you want to ***lose*** weight. I'm putting you on a four-week diet ***plan*** with balanced daily menus. Follow it, Amy, and come back in a month for a check.

Task 24 page 81

- to go on a diet.
- to eat fruit and vegetables on a regular, daily basis.
- to consult a specialist.
- to eat healthy food with low fat, less sugar and less salt.
- to exercise or practise sport (gym, fitness, jogging).
- to avoid excess of sweets (ice cream, pastries, biscuits, pancakes, chocolate).
- to spend less time watching TV.
- to walk more often.

- The teacher eliciting the target language and highlighting the rule (**My Grammar Tools page 86 and 87**).

Dietician: You must do more exercise to keep fit and healthy.

Dietician: You must go on a diet immediately if you want to lose weight.

☛ To talk about something that is **necessary** for me or another person to do (because it's **a law, a duty or a fact**) we use: "**Have/ has to + Stem**" or "**Don't/ Doesn't have to + Stem**" (if it **isn't necessary** for me to do something that I can do).

eg: We **have to** get passport if we want to travel to other country. (**a law**).

We **have to** take care of our parents. (**a duty**).

We **have to** go now. Because the play will take off at 6 p.m. (**a fact**).

We **don't have to** get up early on weekends. (We can get up early if we want).

☛ To talk about something that is **necessary** for me or another person to do (but it's just a personal opinion or a rule that we have made by ourselves), we use: "**must + Stem**" or "**mustn't + Stem**" eg: We **must** go to the doctor when we are ill./ We **mustn't** eat too much sugar.

NB: In modern English, we can generally use "**must**" or "**Have/ Has to**" in:

- Interrogative form:** eg: **Must** we take this medicine?/ Do we **have to** take this medicine?
- Affirmative form:** eg: We **must** take this medicine./ We **have to** take this medicine.
- Negative form:** eg: We **mustn't** watch too much TV./ We **don't have to** you everything.

Practice: Task 1: The teacher asks the learners to do (**Task 5, 7, and 10 page 90, 91 and 92**). They may work in groups and compare their answers and correct themselves. The teacher must explain the keywords. (**venom – skin – bite – wound – swelling – rub – antiseptic – alcohol – ointment – itch-relieving cream – painkillers – emergency**)

Task 5 page 90

- | | | |
|------------------------------|------------------------|--------------------------------|
| 2. cough syrup. | 3. painkillers. | 4. nasal drops. |
| 5. pain relief back patches. | 6. an inhaler. | 7. an orthopaedic ankle brace. |
| 8. antispasmodic pills. | 9. ear drops. | 10. sunscreen. |
| 11. sticking plaster. | 12. stay in the shade. | 13. ophthalmic ointment. |

Task 7 page 91

1 – 2 (d) – 3 – 4 (a) – 5 (c) – 6 (f) – 7 (e) - 8

Task 10 page 92



Pills



Tablets



Capsules



Ampoules



Teaspoonful



Tablespoonful



Syrups

1. ampoules
2. capsules
3. syrups/
tablespoonful/
teaspoonful
4. tablets
5. pills

Use: Task 3: The teacher provides the following dialogue and asks the learners to complete it with the right words from the table below.

Activity: Complete the following dialogue with the right word from the table below.

have to (2) – don't have to – must (2) – should

Kate: You look tired. What's the matter?

Jane: Yes, it's been a very hard week.

Kate: You(*should*) have a good rest during the weekend.

Jane: Yes, but I (*have to*) prepare my homework.

Kate:(*Must*) you do it, tonight? Wait until tomorrow.

Jane: No, I(*have to*) do it tonight. I(*must*) finish before 9 p.m. because my favourite show will be on TV.

Kate: I hope you(*don't have to*) do too much!

Jane: I hope so.

- The learners read their work in front of their classmates. They may correct their mistakes and choose the best one to be written.
- The teacher invites the learners to copy down in their copybooks.

Sequence: 03

Lesson: 04 (The language use)

Framework: P.P.U

Learning objectives: To enable the learners to express obligation, prohibition and pronounce "must, should, ch, sh" correctly.

Targeted competencies: Interact/ Interpret/ Produce.
Target structure: Simple present (modals).

Domains: Oral/ Written/ Both.

Core values: Sharing valuable medical advice and recommendations between teenagers in regard to health.

Materials: Board/ Flashcards.

Cross curricular competencies

I pronounce: The pronunciation of the "must, should, ch, sh".

Intellectual: They can use his critical thinking to deduce the rules.

Methodological: They can work individually, in pairs and in groups. They can assess their work.

Communicative: They can use to communicate appropriately.

Social and Personal: They can socialize through oral exchanges.

Warming Up: The teacher greets the learners and makes a quick review about food, illnesses, medicines and diet by showing them some flashcards and tries to elicit names from them.



You **must** eat healthy food



You **shouldn't** eat junk food



Too **much** sugary drinks cause obesity



Sea food like **fish** is good for your health

- The teacher ask the learners to read to the following words and focuses on the pronunciation of the letter "must, should, ch, and sh ": (must – mustn't – should – shouldn't – shoulder – English – cheese – teacher – machine – moustache – headache – stomachache).

Presentation: The teacher writes the following dialogue on the board and invites the learners to read it.

Mother: **Must** Amy go on diet, doctor?

Doctor: Yes, **she must**. She **must** go on diet if she wants to lose weight and **mustn't** eat bad and unhealthy food.

Mother: **Should** she start this diet today?

Doctor: Yes, she **should**. She **should** start it immediately and I'll give her some medicines.

Mother: How **should** she take this medicines?

Doctor: She **should** take it after **lunch** and **shouldn't** take it before.

Mother: I am **much** obliged to you for your help.

Doctor: Don't mention it!

- The teacher sorts out all the words that contain "must, should, ch, and sh ". Then, he/she asks the learners to read it correctly. The teacher highlights the rule (1, 2 page 82 and 3, 4 page 83)

☛ "Must" is pronounced as "weak form" /mə(s)t/: in questions or in the middle of statements. eg: **Must** Amy go on diet, doctor?/ She **must** go on diet if she wants to lose weight.

☛ "Must" is pronounced as "strong form" /mʌst/: in short answers or in the short form of the negative "mustn't" /mʌsnt/. eg: Yes, she **must**./ She **mustn't** eat bad and unhealthy food.

N.B: 1. In short answers questions "have to" is more common than "must". eg: Does Amy **have to** go on diet, doctor?

2. the final "t" in "must" and the first "t" in "mustn't" is silent.

☛ "Should" is pronounced as "weak form" /ʃəd/: in questions or in the middle of statements. eg: **Should** she start this diet today?/ She **should** start it immediately.

☛ "Should" is pronounced as "strong form" /ʃʊd/: in short answers or in the short form of the negative "shouldn't" /ʃʊdnt/. eg: Yes, she **should**./ She **shouldn't** take it before.

N.B: the "l" in "should" and in "shouldn't" is silent.

☛ "sh" is pronounced as /ʃ/. eg: (she – should – wasshing – fisshing – English – Polish).

☛ "ch" is pronounced as /tʃ/. eg: (children – chease – teacher – kitchen – much – lunch).

N.B: 1. English language has many words of French origin in which the spelling "ch" is pronounced /ʃ/ not /tʃ/. eg: (chef – chic – machine – moustache – brochure – chalet – parachute – chauffeur).

2. In some English words the spelling "ch" is pronounced /k/ not /tʃ/. eg: (stomach – chemist – chemistry – school – psychologist – architect).

Practice: Task 1: "I pronounce" The teacher asks the learners to (Task 1, 3, 5 page 84).

Task 1 page 84

– People who suffer from migraines or severe headaches **must** consult a neurologist.

/mʌst/

/mə(s)t/

– Diabetic patients **must** consult a specialist in endocrinology.

/mə(s)t/

/mʌst/

– I have myopia. **Must** I see an ophthalmologist?

/mʌst/

/mə(s)t/

– Yes, I think you **must**.

/mə(s)t/ /mʌst/

– No, you don't have to. You can just consult an optician.

Task 3 page 84

– People who catch a cold or the flu **should** consult an otolaryngologist.

/ʃʊd/

/ʃəd/

– If you've got an allergy like a skin rash or a skin disease like eczema, you **should** consult a dermatologist.

/ʃəd/

/ʃʊd/

– I have a headache. **Should** I go to the doctor?

/ʃʊd/

/ʃəd/

- Yes, I think you **should**. /ʃəd/ /ʃʊd/
- No, I think you **shouldn't**. /ʃədnt/ /ʃʊdnt/
- You can just take an aspirin.

Task 5 page 84

Liz: Do I have to take this cough syrup, mum? It tastes awful!

Mum: I'm afraid you have to, sweetheart.

Liz: Must I take it right now?

Mum: Yes. You must take one spoonful right now and another one before you go to bed.

Liz: I don't think I must take two spoonful, mum! One should be enough.

Mum: Of course you must! The doctor knows better, sweetheart.

Liz: What should I do if I vomit, then?

Mum: Well, you should take another spoonful after a few minutes!

Liz: Oh, no! That's not fair!

Task 2: "I pronounce" The teacher asks the learners to (**Task 9 page 85**).

Task 9 page 85

1.	/tʃ/	/ʃ/	2.	/tʃ/	/ʃ/
mash	<input type="checkbox"/>	<input checked="" type="checkbox"/>	shoes	<input type="checkbox"/>	<input checked="" type="checkbox"/>
match	<input checked="" type="checkbox"/>	<input type="checkbox"/>	choose	<input checked="" type="checkbox"/>	<input type="checkbox"/>
watch	<input checked="" type="checkbox"/>	<input type="checkbox"/>	chin	<input checked="" type="checkbox"/>	<input type="checkbox"/>
wash	<input type="checkbox"/>	<input checked="" type="checkbox"/>	shin	<input type="checkbox"/>	<input checked="" type="checkbox"/>
chef	<input type="checkbox"/>	<input checked="" type="checkbox"/>	which	<input checked="" type="checkbox"/>	<input type="checkbox"/>
chief	<input checked="" type="checkbox"/>	<input type="checkbox"/>	wish	<input type="checkbox"/>	<input checked="" type="checkbox"/>
ship	<input checked="" type="checkbox"/>	<input type="checkbox"/>	cash	<input type="checkbox"/>	<input checked="" type="checkbox"/>
chip	<input checked="" type="checkbox"/>	<input type="checkbox"/>	catch	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Use: Task 3: The teacher asks the learners to (**Task 11 page 85**).

Task 11 page 85

Shirley /ʃ/ Richardson /tʃ/ and her husband Charles /tʃ/ Fisher /ʃ/ are a rich /tʃ/ English /ʃ/ couple. They live in **Chichester** /tʃ/ /tʃ/, a beautiful town about 128 km southwest of London. Shirley is a tall, **charming** /tʃ/ blonde who is always **chic** /ʃ/ and elegant. Charles is a typical Englishman with his pipe and moustache /ʃ/ Shirley is a **chemist** /k/ and Charles is an **architect** /k/. **Michael** /k/ is their only **child** /tʃ/. He studies **psychiatry** /k/ at the University of **Chicago** /tʃ/, USA. Charles and Shirley have a private French /tʃ/ **chef** /ʃ/ who cooks for them. The couple don't drive because they have their own **chauffeur** /ʃ/. They always spend their winter holiday in their Swiss **chalet** /ʃ/.

- The learners read their work in front of their classmates. They may correct their mistakes and choose the best one to be written.
- The teacher invites the learners to copy down in their copybooks.

Sequence: 03

Lesson: 05 (The language use)

Framework: P.P.U

Learning objectives: To enable the learners to talk about healthy food, physical exercise and sport.

Targeted competencies: Interact/ Interpret/ Produce.
Target structure: Simple present (modals).

Domains: Oral/ Written/ Both.

Core values: Raising teenagers awareness in regard to healthy food, physical exercise and sport.

Materials: Board/ Flashcards.

Cross curricular competencies

Intellectual: They can use his critical thinking to show some degree of autonomy in learning.

Methodological: They can work in pairs and small groups and mobilise their resources effectively with their peers or in group.

Communicative: They can use to communicate appropriately.

Social and Personal: They can socialize through oral exchanges.

Warming Up: The teacher greets the learners and makes a quick review about health, food and sports.

Presentation: Presentation 1: The teacher pins some flashcards of "unhealthy food" on the board, then asks the following questions:



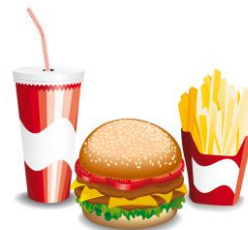
Salted crisps



Peanuts



Chocolate bar



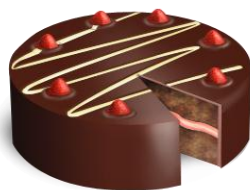
Fast food



Ice-cream



Sugary drinks



Cake



Sweets/ Candies



Pizza



Chips



Shawarma



Pastry



Ketchup



Mayonnaise

✓What can you see in these photos? ✓Are they healthy or unhealthy food? Why?

- The teacher invites the learners to read the text "**Healthy Dietary Recommendations**" page 94 and asks them to do (Task 17 page 94) and (Task 19 page 95).

Task 17 page 94

Dos	Don'ts
<ul style="list-style-type: none"> - Eat chocolate, (etc.) with moderation. - Drink water and herbal teas (infusions). - Eat Panini at home. - Eat salads, fruit and vegetables. - Eat balanced and healthy meals on a regular, daily basis. - Eat salty food with moderation. 	<ul style="list-style-type: none"> - Don't eat chocolate, (etc.) every day. - Don't drink sugary drinks. - Don't eat fast food. - Don't eat too much salty food. - Don't add salt to you food.

Task 19 page 95

- must – because
- don't have to – must – because
- because – should
- have to – because
- don't have to – should – because
- should – because
- have to – must – because
- don't have to – because – shouldn't – must

Presentation 2: The teacher pins some flashcards of "**Physical exercise**" on the board, then asks the following questions:

				
Stretching	Stretching	Stretching	Weight training	Weight training
				
Weight training	Brisk walking	Brisk walking	Brisk walking	Stationary bike
				
Stationary bike	Stationary bike	Treadmill	Treadmill	Treadmill

✓What can you see in these photos? ✓Are they good for your health? Why?

- The teacher invites the learners to read the text "The physical exercise and equipment" page 96 and asks them to do (Task 21 page 96) and (Task 22 page 96).

Task 21 page 96

1. Stretching 2. Weight training 3. Brisk walking 4. stationary bike – treadmill

Task 22 page 96

Treadmill picture: (4)/ Stretching picture: (2 – 6 – 7 – 8 – 12)/ Stationary bike picture: (11)/ Weight training picture: (1 – 5 – 9)/ Brisk walking picture: (10)/ jogging picture: (3)

Practice: The teacher asks the learners to do (Task 24 page 97).

Task 24 page 97

a.	b.	c.	d.	e.
1.	3.	4.	2.	5.

My Report: Keeping Fit and Healthy

There are two good reasons why I have to exercise regularly. First, *to help me prevent disease.* Second, *to control and lose weight.*

In conclusion, I think that *exercise regularly keep me healthy, fit and happy.*

N.B: Other reasons: (*to improve my memory and quality of life./ to have better posture./ to think straight./ to boost my confidence./ to be unstressed./ to sleep better./ to have more energy./ to get sick less often./ to live longer./ to be healthy and happy.*)

Use: The teacher asks the learners to do (Task 26 page 97).

Task 26 page 97

MEDICAL TREATMENT or MEDICATION

- I *have to go* to hospital immediately if a snake or a scorpion bites me. I *mustn't wait!*
- I *should keep* quiet in a hospital. I *haven't to make* any noise.
- Dietitians always recommend a balanced diet. So, *I should eat* fruit, vegetables and fish regularly but *I mustn't eat* too much dairy like cheese, cream, butter or yogurt!
- I *must drink* a lot of water in summer to avoid dehydration, and *I have to stay* in cool or shady places to avoid sunstroke.
- Health specialists recommend that you *have to do* jogging stretching, weight training, or practise any other sports as often as you can. You *shouldn't spend* a lot of time in bed or watching TV!

- The learners read their work in front of their classmates. They may correct their mistakes and choose the best one to be written.
- The teacher invites the learners to copy down in their copybooks.

Sequence: 03

Lesson: 07 (I read and do)

Framework: P.D.P

Learning objectives: To enable the learners to plan a healthy balanced meal.

Targeted competencies: Interact/ Interpret/ Produce.

Target structure: The present simple tense.

Domains: Oral/ Written/ Both.

Core values: Sharing valuable medical advice and recommendations between teenagers in regard to health.

Materials: Board/ Flashcards.

Cross curricular competencies

Intellectual: They can understand and interpret verbal and non-verbal messages./ They can show some degree of autonomy in all areas of learning.

Methodological: They can work in pairs or in small groups and develop their reading strategies./ They can mobilise their resources and assess themselves.

Communicative: They can process digital data in English and face an audience.

Social and Personal: They can socialize through oral/ written exchanges./ they develop attitudes of sharing data about healthy diet.

Warming Up: The teacher greets the learners and makes a quick review about food (fruit, vegetables and meat) and focuses on the food mentioned in the text. (**salad – tomatoes – lettuce – lemon – soup – chicken leg – fish – eggs – peas – carrots – green beans – cabbage – apple – orange – wholemeal bread – herbal tea – tea – skim milk – orange juice – ketchup – mayo – chocolate – cheesy snacks**).

Pre-Reading: The teacher writes the keywords on the board and tries to explain them by showing pictures or using them in context. The keywords are (**olive oil – grilled turkey escalope – veg side dishes – strawberry – fresh-squeezed lemon**).



Olive oil



Grilled turkey escalope



Veg side dishes



Strawberry



Fresh-squeezed lemon

While Reading: The teacher invites the learners to read the text (**page 98**) and do (**Task 1 page 98 - 99**). They may work in pairs.

Task 1 page 98 - 99

Amy's Weekly Diet Plan

	Breakfast	Lunch	Dinner	Exercise	
				Morning	Afternoon
Monday	tea + cereals + skim milk + lemon/ or orange juice	salad + grilled turkey escalope/ or two eggs + veg + one fruit + one slice of wholemeal bread + water/ or herbal tea	soup + veg + one fruit + one slice of wholemeal bread + water/ or herbal tea	/	stretching + riding the stationary bike
Tuesday	tea + cereals + skim milk + lemon/ or orange juice	salad + grilled chicken leg/ or two eggs + veg + one fruit + one slice of wholemeal bread + water/ or herbal tea	soup + veg + one fruit + one slice of wholemeal bread + water/ or herbal tea	/	stretching + riding the stationary bike
Wednesday	tea + cereals + skim milk + lemon/ or orange juice	salad + grilled turkey escalope/ or two eggs + veg + one fruit + one slice of wholemeal bread + water/ or herbal tea	soup + veg + one fruit + one slice of wholemeal bread + water/ or herbal tea	/	stretching + riding the stationary bike
Thursday	tea + cereals + skim milk + lemon/ or orange juice	salad + grilled chicken leg/ or two eggs + veg + one fruit + one slice of wholemeal bread + water/ or herbal tea	soup + veg + one fruit + one slice of wholemeal bread + water/ or herbal tea	/	stretching + riding the stationary bike
Friday	tea + cereals + skim milk + lemon/ or orange juice	salad + grilled turkey escalope/ or two eggs + veg + one fruit + one slice of wholemeal bread + water/ or herbal tea	soup + veg + one fruit + one slice of wholemeal bread + water/ or herbal tea	/	stretching + riding the stationary bike
Weekend	tea + cereals + skim milk + lemon/ or orange juice	/	soup + veg + one fruit + one slice of wholemeal bread + water/ or herbal tea	jogging	

Post Reading: The teacher asks the learners to do (Task 2, 3, 4 and 5 page 99). They may work in pairs.

Task 2 page 99

- "it" (paragraph 1) refers to "**diet plan**".
- "She" (§ 1) refers to "**Dr Sandgate**".
- "you and I" (§ 3)
 - "you" refers to "**Nadia**".
 - "I" refers to "**Amy**".

Task 3 page 99

- "cooked over fire or on a hot metal frame" (§ 1): "**grilled**".
- "abbreviation for the word (vegetable)" (§ 1): "**veg**".
- "pressed firmly in order to remove liquid" (§ 2): "**lemon or orange**".
- "abbreviation for the word (mayonnaise)" (§ 3): "**mayo**".
- "continue to communicate with someone by using a phone or writing" (closing part of the email: Amy's last words): "**keep in touch**".

Task 4 page 99

Amy's Typical Daily Menu

Breakfast: *tea, cereals, skim milk, lemon or orange juice.*

Lunch:

Starter: *Salad (tomatoes, lettuce, olive oil and lemon).*

Main course & side dishes: *grilled turkey escalope or grilled chicken leg and veg.*

Dessert: *one apple, or orange, or strawberry.*

Dinner:

Starter: *vegetable soup*

Main course & side dishes: *veg.*

Dessert: *one apple, or orange, or strawberry.*

Drinks: *water or herbal tea.*

Task 5 page 99

Amy's Typical Exercise Activities

Weekdays: *gym (stretching, riding the stationary bike).*

Weekends: *jogging.*

- The learners read their work in front of their classmates. They may correct their mistakes and choose the best one to be written.
- The teacher invites the learners to copy down in their copybooks.

Sequence: 03

Lesson: 08 (I learn to integrate)

Framework: P.P.U and P.D.P

Learning objectives: To enable the learners to prepare a weekly diet plan and a typical daily menu.

Targeted competencies: Interact/ Interpret/ Produce.

Target structure: The present simple tense.

Domains: Oral/ Written/ Both.

Core values: Sharing valuable medical advice and recommendations between teenagers in regard to health, physical exercise and sport.

Materials: Board/ Flashcards.

Cross curricular competencies

Intellectual: They can use their critical thinking skills when gathering information for learning and search./ They can show creativity when producing written messages.

Methodological: They can work in pairs or within small groups./ They can mobilize their resources, assess their selves to write about their town/ city.

Communicative: They can process data in English and mobilise it./ They can solve problem situations using a variety of communication means.

Social and Personal: They can develop attitudes of sharing data about their town./ They are honest and accountable for their work and respect others' work.

Warming Up: The teacher greets the learners and makes a quick review about healthy diet.

Pre-Writing Process: The teacher asks the learners about what they do when they or one of their friends or family suffer from overweight or obesity. They may speak about (**healthy and unhealthy food, illnesses, going on diet**). The teacher shows the meaning of "**weekly diet plan – typical daily menu**" and asks the learners if they have such doctor (dietitian) in their city, and where do we find them?

Setting up the Situation: The teacher asks the learners to have a look at the (**Task page 100**). He/ she must explain the new words.

Nacer, my Tunisian friend, is overweight. He wants to know what kind of diet my Algerian dietitian recommends because he knows I have the same problem. I'm going to send him a detailed email in which I explain my doctor's dietary advice and recommendations about food and exercise. I am also going to send him a weekly diet plan and a typical daily menu as attached documents.

Planning: The learners write their emails by follow the (**Layout page 101**). They may ask and exchange ideas with their partners. The teacher should help them to remember what they learnt in this sequence.

In-Writing Process: The teacher asks the learners to complete the missing information in the table on (**page 100**).

- Lexis related to healthy food (meat, fish, vegetables, fruit, bread, dairy produce, drinks, etc.): (**fruit, vegetables, meat, fish, poultry, dairy products, bread, drinks, etc.**).

- Lexis related to physical exercise (indoor and outdoor activities): (**gym: stretching, riding the stationary bike, weight training, brisk walking, treadmill, jogging, etc.**).
- Lexis related to different meals of the day: (**breakfast, lunch, dinner**).
- Lexis related to different courses of a meal: (**starter, main course, side dishes, dessert, drinks**).
- Lexis related to days of the week (weekdays and weekends): (**Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday**).
- Structural lexis related to obligation and advice: (**must, mustn't, should, shouldn't, have/ has to, don't/ doesn't have to**).
- Imperative mode: (**eat..., drink ..., don't eat..., don't drink..., practice, follow, etc.**)

Drafting: The learners start drafting and they may ask the teacher for help.

Editing: The teacher helps the learners to find out and correct typographical errors and mistakes in grammar, style, and spelling.

Publishing: The learners write their final drafts.

Example:

This message has not been sent.

Send	To...	nacerben@fastmail.edu.tn
Account ▾	Cc...	
	Subject:	Diet plan

Dear Nacer;

I'm sending you a detailed and typical daily menu that should be balanced. The typical daily menu for lunch is a salad (lettuce, tomatoes, olive oil and a lemon) as a starter, and for the main course and side dishes, a grilled poultry (turkey escalope) on Saturday, Monday and Wednesday. And (chicken leg) on Sunday, Tuesday and Thursday or two boiled eggs instead of meat. And a veg (peas, carrots, green beans, cabbage or spinach). For dinner, a vegetable soup as a starter, a veg as a main course and grilled fish at weekends. For dessert, one fruit (an apple, an orange or one strawberry). Concerning drinks, you should drink only water or herbal tea.

At breakfast, you should have tea, cereals, skimmed milk, orange or lemon juice.

You should exercise (gym: stretching, riding the stationary bike, weight training, brisk walking, treadmill, etc.) during weekdays and jogging in the morning during weekends.

Keep in touch,
With all my best wishes,

Bye for now,
Ahmed

PS: Please find a weekly diet plan and a typical daily menu as attached documents.

- The learners read their work in front of their classmates. They may correct their mistakes and choose the best one to be written.
- The teacher invites the learners to copy down in their copybooks.

Sequence: 03

Lesson: 10 (I think and write)

Framework: P.D.P

Learning objectives: To enable the learners to make a poster about medical advice and recommendations.

Targeted competencies: Interact/ Interpret/ Produce.
Target structure: Simple present (modals).

Domains: Oral/ Written/ Both.

Core values: Sharing valuable medical advice and recommendations between teenagers in regard to health.

Materials: Board/ Flashcards.

Cross curricular competencies

Intellectual: They can use their critical skills when gathering information for learning and research./ They can show creativity when producing a written report.

Methodological: They can mobilize their resources to produce a written message./ They can assess their selves and others.

Communicative: They can process data in English and mobilise it./ They can post their data on school website, a blog or a school magazine.

Social and Personal: They can develop attitudes of sharing data about healthy./ They can be honest and accountable for their work and respect others' work.

Warming Up: The teacher greets the learners and makes a quick review about healthy food and diet.

Pre-Writing: Task 1: The teacher asks the learners to answer the "KEY QUESTIONS" (Task 1 page 102).

✓ What food should teenagers eat? What food shouldn't eat? (**They should eat healthy food and they shouldn't eat fast food and junk food**).

✓ What is a balanced meal? (**a balanced meal contain a bit of everything that our body needs without any excess**).

✓ Why are fruit and vegetables important for health? (**Because they're rich in vitamins and many other good things**).

✓ Why is wholemeal bread healthier than the white bread? (**It is healthier because it is made from whole grains of wheat, including the husk**).

✓ What kind of exercise can help teenagers stay healthy? (**gym: stretching, riding the stationary bike, weight training, brisk walking, treadmill, jogging, etc.**).

✓ Why should teenagers exercise or practise sports regularly? (**to improve their memories and quality of life./ to have better posture./ to think straight./ to boost their confidence./ to be unstressed./ to sleep better./ to have more energy./ to get sick less often./ to live longer./ to be healthy and happy**).

- The teacher introduces the situation and asks the learners to work individually.








I want to make a poster, put it up in my school and post it on my school website and my blog to help other teenagers stay healthy. The poster should contain "five dietary keys" (or recommendations), each with "one important reason explaining why it should be followed and respected". I can add drawings or pictures to my poster.

While-Writing: Task 2: The teacher asks the learners to start gathering information for their posters. They should use the information that they have already seen in the previous lessons (**Listening Script 18, 22 and 24 page 24 and 25**) and (**My Grammar Tools page 86 and 87**) and "I read and do" (**Task 1, 4 and 5 page 98 and 99**) and the teacher may help them to remember.

Post-Writing: Task 3: The teacher asks the learners to start writing their posters and draw the pictures. (**Task 3 page 102**).

Task 3 page 102

Example:

Five Keys to Keep Healthy		
<p>1. Stretching and working our body regularly.</p>		<p>Why? exercise regularly helps us prevent disease and control or lose weight.</p>
<p>2. Eat healthy food and don't eat fast food and junk food.</p>		<p>Why? eating fast food or junk food is bad for our health. It is better to eat healthy food.</p>
<p>3. Eat more fruit and vegetables.</p>		<p>Why? fruit and vegetables provide fiber that helps fill us up and keep our digestive system happy.</p>
<p>4. Choose water or herbal tea as a drink.</p>		<p>Why? water and herbal tea replace the large amounts of water lost each day and they are essential to our health.</p>
<p>5. Get enough sleep.</p>		<p>Why? Getting enough quality sleep at the right times can help protect our mental health, physical health, quality of life, and safety.</p>
<p>6. Don't be a "couch potato".</p>		<p>Why? Sitting, eating and watching TV for a long time is bad for health.</p>

- The learners read their work in front of their classmates. They may correct their mistakes and choose the best one to be written.
- The teacher invites the learners to copy down in their copybooks.