

Lesson plan

School Name:

Teacher's name:

Level: Post-beginner 1

Size:

Boys:

Girls:

Learning situation n°1: Health

Objectives: All along and at the end of this learning situation, learners will be able to use appropriate vocabulary, language functions and structures, to write and talk about health

Starter Situation:

General objective: All along this activity, learners will have an overview of the learning situation. The teacher will be able to identify learners needs in terms of vocabulary, language functions and structures.

Specific objectives:

- Say the importance of health
- Talk about some activities they do to be in good health
- Mention some practices which can ruin their health

Duration: 55 minutes

Disciplinary Competences: 1 & 2

Materials: Chalk, chalkboard and duster

Techniques: Brainstorming, collective work

Reference books: The study programme of 4e , The Teaching guide of 4e

Implementation:

Stages	Teacher's instructions	Technique And duration	Students' reactions	Suggested answers	Teacher's note
Greeting and date writing	What is the date today?	Lockstep: 5 minutes	One student says the date and another writes it on the board	Today is ...	
Warm up	Song: I'm h-a-p-p-y	Lockstep: 10 minutes	I teach them the song and they sing chorally.		
Lead-in	The teacher asks this question to students: What are the things which are important for you in your life? Once a student says health or (la santé), emphasize his idea and introduce the title of the learning situation. Make	Collective work: 5 minutes	They listen to the teacher carefully and answer the question.		

	learners repeat the word “health”				
Starter Situation	Activity 1: Answer these questions orally: a. Why is health important? b. What should we do to be in good health? c. What are the things or practices which can destroy our health? d. Where do you go when you are sick?	Collective work: 25 minutes	They answer the question orally. Key points should be written on the board.	Learners’ personal responses. Some ideas may be: a. Health is important because we need it to live, work and play. b. To be in good health, we should eat well, drink clean water, live in a clean environment, take regular exercise, sleep well, etc. c. The practices which can destroy our health are: bad hygiene, smoking cigarettes, drinking alcohol, bad eating, bad sex practices, etc. d. When I am sick, I go to the hospital.	
Note taking	The teacher asks students to copy the key information in their notebooks and walks around to supervise note taking.	10 minutes	They key quiet and copy the key information in their notebooks.		

Lesson plan

School Name:

Class: 4e **Size:** **Boys:** **Girls:**

Learning situation n°1: Health

Objectives: All along and at the end of this learning situation, learners will be able to use appropriate vocabulary, language functions and structures, to write and talk about health

Sequence 1: At the hospital

Objectives: All along and at the end of this learning situation, learners will be able to:

- Design the mind map of the hospital appropriately
- Write a paragraph about the hospital based on the mind map
- Talk and write about some discomforts based on the parts of the body
- Build up a dialogue between a doctor and a patient to express concern
- Express their feeling using the right adjectives of feelings
- Use the simple future with “will” conveniently
- Express frequency using the right adverbs of frequency with the simple present tense

Vocabulary: The mind map of the word “hospital”

General objective: At the end of this lesson, learners should be able to design the mind map of the word “hospital”

Specific objectives:

They should be able to:

- Cite the kind of people, doctors and rooms they usually see in a hospital;
- Complete the mind map of the word ‘hospital’
- Name pictures using the right vocabulary words from the mind map
- Fill in gaps using the right vocabulary words

Duration: 55 minutes

Disciplinary Competences: 1, 2 and 3

Materials: Printed copies of pictures / tablet, Chalk, chalkboard and duster

Techniques: Brainstorming, individual work, pair work, collective work

Reference books: The study programme of 4e, The Teaching guide of 4e

Implementation:

Greetings and date writing **(5minutes) Lockstep**

Warm up: Song **(2 minutes) Lockstep**

Introducing sequence 1: **(03 minutes) Lead-in**

Today, we are going to start sequence 1. The teacher asks this question to the class: “Where do you go when you are sick?”

Teacher: OK. In sequence 1, we are going to talk about the hospital. Write on the board Sequence 1: At the hospital

The teacher writes the title of the lesson of the day on the board: Vocabulary: The mind map of the word “hospital” and then tells his students, the objectives of this lesson.

Presentation phase: 20 minutes

Activity 1: Answer these questions in your groups

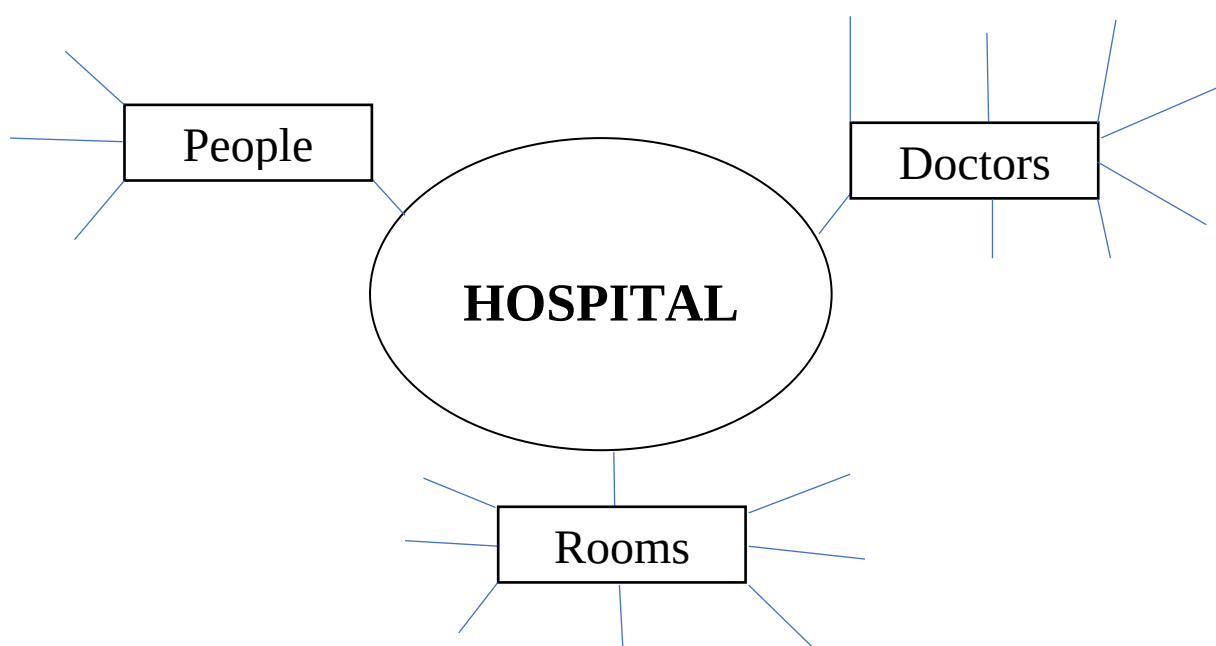
- What type of people do you often see in a hospital?
- What are the different types of doctors who work in a hospital?
- What are the different rooms in a hospital?

(05 minutes). Collective work

Suggested answers:

- Types of people: doctors, patients, visitors of patients
- Types of doctors: nurse, surgeon, midwife, pediatrician, dentist, ophthalmologist, heart doctor, ear doctor, etc.
- Rooms in a hospital: the reception, the wards, the pharmacy, the X-ray room, the surgery room, the delivery room, the laboratory, etc.

Activity 2: Complete the following mind map of the word ‘hospital’ based on your answers from activity 1: (15 minutes) Collective work



Activity 3: Name these pictures using the right word from the mind map of “hospital” above. **See handout**

Activity 4: GAME: Guess the answers using the right vocabulary word

1. I am a sick person in a hospital. Answer
2. I treat a person who is sick. Answer:
3. When you have a problem with your teeth, you visit me. Answer
4. I operate on sick people. Answer
5. I am the room where patients are operated on. Answer
6. I am the room where you buy medicines. Answer
7. I am eye doctor. Answer
8. I treat children. Answer

9. When you have a problem of heart, you visit me. Answer

10. We are rooms where patients stay to receive treatment and sleep.

Answer

11. I am a woman. I help pregnant women to deliver babies. Answer

12. I am the room where the pregnant deliver babies. Answer

13. I am a woman. I take care of the sick. Answer

Note taking

Homework: Write a paragraph about the hospital

Function: Expressing feelings

General objectives: At the end of this lesson, learners should be able to use various adjectives to express their feelings.

Specific objectives:

- They should be able to cite at least ten adjectives of feelings
- Use the adjectives of feelings in the right sentence pattern
- Say how a person may feel in a specific situation

Duration: 55 minutes

Skills: All the four

Materials: Visual aids such as pictures, chalk, chalkboard and duster.

Reference books: The study programme of 4e, The teaching guide of 4e

Implementation:

Warm-up: Song: I am a boy and you are a girl (**lockstep: 05 minutes**)

Revision or homework correction: lockstep 05 minutes

Lead-in: The teacher acts out this: He received a call and is happy because of a good news. And tells the students. I am happy. Do you know why? Because I have received some good news. Write on the board the word “happy” and ask students to tell you the part of speech it belongs to and what it expresses. Then introduce the lesson of the day. Today, we are going to learn how to express feeling using adjectives of feelings. Write the title of the lesson on the board.

(Collectively done: 05 minutes)

Presentation phase:

Activity 1: The teacher acts out these adjectives (Sad; happy; nervous / angry; tired; sick; cold; hot; hungry; thirsty; dizzy; confused) and asks this question after each demonstration: How do I feel? Then write the sentences on the board making learners repeat after him. Once all the adjectives have been presented, work out the structure of the sentences with learners and write the rule on the board. (Collective work: 15 minutes)

Example:

1. The teacher feels sad / The teacher is sad.

Note: To express feelings, we use adjectives of feelings.

To ask a question about feelings, we say:

- How do you feel? / How are you?

To answer this question, we say:

- I feel + adjective of feeling / I am + adjective of feeling

Example: I feel happy / I am happy

Practice phase: Look at each picture and say how the person feels. Write your answer on the board.

(Ind. + collective: 10 minutes)

Suggested answers:

1. She feels sad
2. He is happy / excited
3. He is tired.
4. He is angry / nervous.
5. He is hungry.
6. He feels confused
7. She is sick.
8. He feels cold.
9. He is hot.

Production phase: Say how each of the people in these situations feel. Write your answer on the board. **(Collective work: 10 minutes)**

Situation A: Sandrine has got 20/20 in English. How does she feel?

Situation B: Your mother is sick and will be operated on tomorrow. How do you feel?

Situation C: You have an exam in geography and you have not learnt your lessons. How do you feel?

Situation D: You have worked all the day. How do you feel?

Note taking: 10 minutes

Structure: The simple present with adverbs of frequency

General objective: At the end of this lesson, learners should be able to use the simple present appropriately together with adverbs of frequency.

Specific objectives:

- Identify adverbs of frequency and their meaning
- Study the structure of sentences to find out the position of adverbs of frequency and the verbal tense
- Reorder words including adverbs of frequency appropriately to write sentences
- Write their personal sentences using some adverbs of frequency

Duration: 55 minutes

Materials: Chalk; chalkboard; duster

Reference books: The study programme of 4e; The teaching guide of 4e; Students' book 4e

Implementation:

Warm-up: Song: If you're happy

Lead-in: The teacher asks these questions to a student:

- "Do you eat pâte?"
- How often do you eat pâte?

If the student does not understand the second question, the teacher asks him / or her if he eats pâte "from Monday to Sunday".

The answers should be "yes" and "always" knowing that this is a traditional meal at night in the village where I teach.

The teacher tells them that "always" expresses the frequency of the action. It is an adverb of frequency. Then he introduces the lesson of the day. Today, we are going to learn the simple present with adverbs of frequency. Write the title on the board.

Presentation phase:

Activity 1: Read this dialogue:

Yorope: Do you go to the hospital?

Romuald: No, I never go to the hospital. I always use traditional medicines when I am sick. And you?

Yorope: I rarely go to the hospital. I only go to the hospital when my father has some money. But he is poor and when I am sick, I usually stay home and drink some moringa infusion.

Romuald: Oh I see! My cousin Elie always goes to the hospital when he is sick.

Instructions:

- a. Tick the right column

	Never goes to the hospital	Always uses traditional medicines	Rarely goes to the hospital	Usually stays home and drinks some infusion	Always goes to the hospital
Elie					
Yorope					
Romuald					

- b. What are the adverbs of frequency from the table above?
 c. Do you know some other adverbs of frequency? Cite them.
 d. Study the structure of the underlined sentences. What is the form of these sentences? What is the tense of the verbs? What is the position of the adverb of frequency in the sentences?
 e. Draw a conclusion

Note: We use adverbs of frequency to express the frequency of an action in a given period of time.

Pattern: Subject + adverb of frequency + verb (simple present)

Example:

I never travel during the holidays.

NB: Subject + am / are / is + adverb of frequency + ...

Example: I am always happy during the holidays.

Adverb	Frequency
Always	100%
Usually	75%
Often	50%
Sometimes	30%
Rarely	10%
Never	0%

Practice phase:

Activity 2: Reorder these words to write meaningful sentences:

1. The doctor / treats / patients / always / .
2. Usually / the youth association of my village / the hospital / cleans / .
3. Rarely / falls / sick / my grandmother / .
4. Sotima / happy / always / is / when / in good health / is / he / .

Production phase:

Activity 3: Write three sentences to tell the class:

- a. What you always do
- b. What you never do
- c. What you rarely do.

Homework: Fill in the gaps with the right adverbs of frequency to have coherent sentences:

1. Paul wants to be in good shape; he __exercises every morning.
2. I am a good student. Igo to school late.
3. The people in my village are poor. Theyeat couscous and salad.
4. There is no tap water in my community. Wedrink water from the river.
5. I don't like handball. So, Iplay this game.
6. When I have money, I amhappy.

Vocabulary: Rules for good hygiene

General Objective: At the end of this lesson, learners should be able to talk about the rules for good hygiene using the appropriate vocabulary and write a short paragraph on this subject.

Specific objectives:

- List some rules for good hygiene
- Match phrases to their ending to form sentences about the rules for good hygiene
- Write a paragraph about the rules for good hygiene

Duration: 55 minutes

Materials: chalk, chalkboard

Reference books: The study programme of 4e , The teaching guide of 4e; Students' book 4e

Implementation:**Warm-up: (05 minutes)**

Game: Write in your groups, as many words as you can using only these letters:
u - t - e - s - a - l

After 2 minutes, each group sends a representative to write their answers on the board to see the winner.

Lead-in: Collective work: 01 minute

The teacher asks this question to students: "Do you always wash your hands before eating?" You should always wash your hands before eating because this is one of the rules for good hygiene to be healthy.

Conclusion: Today, we are going to learn the rules for good hygiene.

Presentation phase: Collective work: 10 minutes

Activity 1: Read the following dialogue:

Dialogue:

Maxime: eh Julien! You have just used the toilets. Have you washed your hands?

Justin: No. I'm not going to eat.

Maxime: You should always wash your hand after toilet not only before eating.

Justin: Really?

Maxime: Yes, my friend! This is one of the rules for good hygiene. To be healthy, you should respect these rules.

Justin: OK. Thank for your advice.

Maxime: You're welcome.

Instructions:

- a. Has Justin washed his hands after toilet?
- b. Should we wash our hands after toilet? Why or why not?
- c. What are the other rules for good hygiene that you know?

Practice phase: Individual work: 05 minutes; collective work: 05 minutes

Activity 2: Match phrases from Column A to phrases in Column B to give advice for good health.

The teacher should explain the following words: teeth; exercise; wear; body; clothes

Example: Wash your hands before eating.

Column A

- 1- Wash
- 2- Brush your teeth
- 3- Don't drink
- 4- Exercise
- 5- Use a latrine or
- 6- Wash your hands
- 7- Eat
- 8- Drink
- 9- Wear
- 10- Boil dirty water

Column B

- a- often
- b- before drinking it
- c- a toilet
- d- your body everyday
- e- dirty water
- f- clean clothes
- g- before eating
- h- well
- i- clean water
- j- after eating

EXPECTED ANSWERS

1. Wash your body every day
2. Brush your teeth after eating.
3. Don't drink dirty water.
4. Exercise often.
5. Use a latrine or a toilet
6. Wash your hands before eating.
7. Eat well.
8. Drink clean water.
9. Wear clean clothes.
10. Boil dirty water before drinking it.

Production phase: Individual work: 10 minutes; collective work 10 minutes

Activity 3: Based on your sentences of activity 2, write a paragraph about the rules for good hygiene. The teacher chooses a student to write his / her production on the board while other students are given the floor to read their paragraphs.

Sample of writing:

To be in good health, we should observe the rules for good hygiene. First of all, we should wash our body every day and wear clean clothes. Besides, we should wash our hand before eating and brush our teeth when we finish eating. Moreover, we need to use a latrine or a toilet and wash our hands after using a toilet. It is also worth mentioning that we should always drink clean water or boil dirty water before drinking it. Finally, a human being needs to eat well and exercise often to keep fit.

Note taking: 8 minutes

Homework: A. Reorder these words to write meaningful sentences:

1. Every / wash / body / day / . / your
2. Latrine / or / toilet / use / a / . / a
3. Teeth / after / brush / . / eating / your
4. Clean / wear / . / clothes
5. Dirty / boil / before / water / it / . / drinking

B. Match the English phrases with their French equivalents

- | | |
|------------------|---------------|
| 1. clean clothes | a. les dents |
| 2. dirty water | b. se brosser |

3. Clean water

c. faire le sport

4. the body

d. des habits propres

5. teeth

e. l'eau sale

6. to wear

f. l'eau propre

7. to brush

g. le corps

8. to exercise

h. porter

Structure: The simple future tense

General Objective: At the end of this lesson, learners should be able to talk about the rules for good hygiene using the appropriate vocabulary and write a short paragraph on this subject.

Specific objectives:

- List some rules for good hygiene
- Match phrases to their ending to form sentences about the rules for good hygiene
- Write a paragraph about the rules for good hygiene

Duration: 55 minutes

Materials: chalk, chalkboard

Reference books: The study programme of 4e , The teaching guide of 4e; Students' book 4e

Implementation:

Warm-up: Song: Every day I go (lockstep: 01 minute)

Revision or homework correction: (Lockstep: 05 minutes)

Lead-in: Collective work: 01 minute

The teacher asks this question to students: Which day is today? How about tomorrow? The teacher makes gestures to help them understand the meaning of tomorrow. Then, ask the question: What will you do tomorrow? The teacher should correct students to help them use 'will' in the sentence. The teacher writes their answers on the board. And asks this question: "What is the tense of the verbs in these sentences? ANSWER: It is the simple future.

Conclusion: Today, we are going to learn the simple future tense.

Presentation phase: collective work: 15 minutes

Activity 1: Read this dialogue:

Teacher: Hello Tena. You were absent this morning. What's wrong with you?

Tena: I have a pain in my foot.

Teacher: Oh sorry! Did you go to the hospital?

Tena: No, sir. I will go to the hospital tomorrow.

Teacher: OK. Take care

Instructions:

- Is Tena fine?
- What's wrong with her?
- Did she go to the hospital?
- When will she go to the hospital?
- What is the tense of the verb in colour? How is it formed?
- What time does "tomorrow" indicate (present, past or future)?

Note: To express a future action, we use the simple future tense.

The simple future tense		
Affirmative form	Negative form	Interrogative form
Subject + will + base verb Example: Tena will go to the hospital tomorrow	Subject + will + not + base verb Tena is sick. She will not go to school.	Will + subject + base verb ...? Will the dentist come tomorrow?

Time makers of the simple future:

- Tomorrow
- Next ...
- Later
- Soon
- In + future time Example: in 2024 ; in December
- On + future day Example: on Saturday

Activity 2: Complete this table with the simple future tense

Ind + pair work: 10 minutes; collective work: 05 minutes

Affirmative form	Negative form	Interrogative form
Tena will go to the hospital tomorrow	Tena is sick. She will not go to school.	Will the dentist come tomorrow?
Sotiré will buy the medicines soon.		
	The surgeon will not operate on my mom on Tuesday.	

		Will the nurse examine your brother?
--	--	--------------------------------------

Production phase: ind work: 05 minutes; collective work: 05 minutes

Activity 3: Write two sentences to tell the class:

- What you will do tomorrow
- What you will not do tomorrow

Note taking: 8 minutes

Homework: Write the verbs in brackets into the right tense and form:

1. Jean Paul (to take) his little brother to the hospital tomorrow.
2. It's a pity that Justine always (to fall) sick.
3. I always (to drink) clean water.
4. People (to dig) a well in our area next month.
5. Solange (not to come) back soon.
6. Doctor Sahi (to come) next week?

Listening comprehension

General objective: All along and at the end of this lesson, learners should be able to listen to a vocal and react positively to the instructions.

Specific objectives: They should be able to:

- Tell to the class their experience about their visit to the doctor
- Answer questions while listening to a vocal
- Complete some sentences with the missing information
- Complete a dialogue adequately

Duration: 55 minutes

Materials: A loud speaker; chalk, chalkboard and duster

Implementation:

Warm-up: Slogan: lockstep: 01 minute

- Teacher: English
- Students: I like it
- Teacher: English
- Students: I like it
- Teacher: English, English, English
- Students; I like it, I like it, I like it!

Revision or homework correction: Lockstep: 05 minutes

Introduction the lesson of the day: **Today**, we are going to have a lesson on listening comprehension

Pre-listening activity:

Oral discussion: Answer these questions: collective work: **05 minutes**

- Have you ever gone to the hospital?
- Were you sick or did you visit a patient?
- What was wrong with you / him / her?
- How long did you / he / her stay in the hospital?

While-listening activity:

- A. Listen to the audio and answer these questions ind + group work: 10 minutes
1. How old is Julie?
 2. Where did she go during the last holidays
 3. What's wrong with Julie?

B. Listen to the audio again and complete these sentences with the missing information: **ind + group work: 10 minutes**

1. Julie drank
2. Julie's aunt took her to
3. The doctor gave Julie's mother a
4. Julie stayed infor one day.
5. The doctor thinks that drinking water from the river is

Plenary: 10 minutes

Post-listening activity: individual + collective work: 10 minutes

Writing: Complete this conversation between the doctor and Julie with the following replicas:

- **I will give you an injection and you will stay in wards today.**
- **I have stomachache and diarrhea.**
- **Did you boil or filter it?**
- **You should always boil or filter water from the river before drinking it.**

Julie: Good morning, doctor.

Doctor: Hello! What's wrong with you?

Julie:

Doctor: Did you drink water from the river?

Julie: Yes, I did.

Doctor:

Julie: No, I didn't.

Doctor: That's bad Julie.

Julie: OK. Doctor.

Doctor: Go to buy these medicines at the pharmacy. If you feel better tomorrow, you will go back home.

Julie: OK. Doctor.

Note taking: 09 minutes

Transcript:

Julie is a little girl of nine years old. She lives with her parents. But during the last holidays, she visited her aunt in the village where she drank water from the river without taking any precautions. Julie fell sick. She had stomachaches and diarrhea. Her aunt took her to the hospital. The doctor examined Julie and gave her mother a medical prescription. The doctor gave Julie an injection. She stayed in wards for one day. The next day, she recovered her health and went back home. The doctor told Julie: “Little girl, never drink water from the river again. It’s very bad for health”.

Expected answers:**While-listening phase:****A. Answering questions:**

1. Julie is nine years old.
2. She went to the village
3. Julie is sick / Julie has stomachache and diarrhea.

B. Sentence completion

1. Julie drank **water from the river**.
2. Julie’s aunt took her to **the hospital**.
3. The doctor gave Julie’s mother **a medical prescription**.
4. Julie stayed in **wards** for one day.
5. The doctor declared that drinking water from the river is **very bad for health**.

Post-listening activity: Writing Dialogue completion

Julie: Good morning, doctor.

Doctor: Hello! What’s wrong with you?

Julie: **I have stomachache and diarrhea.**

Doctor: Did you drink water from the river?

Julie: Yes, I did.

Doctor: **Did you boil or filter it?**

Julie: No, I didn’t.

Doctor: That’s bad Julie. **You should always boil or filter water from the river before drinking it.**

Julie: OK. Doctor.

Doctor: Go to buy these medicines at the pharmacy. **I will give you an injection and you will stay in wards today.** If you feel better tomorrow, you will go back home.

Julie: OK. Doctor.

Lesson plan

School Name:

Class: 4e

Size:

Boys:

Girls:

Learning situation n°1: Health

Objectives: All along and at the end of this learning situation, learners will be able to use appropriate vocabulary, language functions and structures, to write and talk about health

Sequence 2: Common diseases

Objectives: All along and at the end of this learning situation, learners should be able to:

- Write and talk about some common diseases in their area
- Build the mind map of malaria
- Read a text and complete some tasks based on it
- Listen to an audio track and react to instructions adequately
- Use If-clause, type 1 in sentences to express conditions
- Express warning using the right patterns

Greetings and date writing **(5minutes) Lockstep**

Warm up: Song **(2 minutes) Lockstep**

Correction of quiz: **15 minutes**

Introducing sequence 2: (group work: 10 minutes; Collective work: 10 minutes)

Here is a list of diseases: cholera, kwashiorkor, covid 19, malaria, diabetes, high blood pressure (hypertension), yellow fever, anemia, measles, hepatitis, Ebola, HIV-AIDS, tuberculosis, marasmus, gonorrhea, hemorrhoid, diphtheria, typhoid fever

The students may know many of these diseases but not their meaning in English. The teacher should tell them the equivalent in French in case they don't have any dictionary in the classroom. The teacher and the students can also talk about each disease.

Categorise them into two columns. In column A, write down the diseases which are common (the diseases people usually suffer from) in your area and in column B, the diseases which are not common in your area.

Teacher's conclusion: In sequence 2, we are going to talk about common diseases. The teacher makes students repeat "common diseases" and writes it on the board.

Note taking: 10 minutes

Vocabulary: The mind map of malaria

General objective: At the end of this lesson, learners should be able to design the mind map of malaria

Specific objectives:

They should be able to:

- List the causes of malaria;
- List the symptoms of malaria
- Know how to prevent malaria

Duration: 55 minutes

Disciplinary Competences: 1, 2 and 3

Materials: Printed copies of pictures / tablet, Chalk, chalkboard and duster

Techniques: Brainstorming, individual work, pair work, collective work

Reference books: The study programme of 4e, The Teaching guide of 4e

Activity 1: Malaria is a very common disease in our community. What do you know about malaria? (**Collective work: 05 minutes**)

Activity 2: Design the mind map of malaria by completing this table with the ideas from the following paragraph: (**ind + pair work: 15 minutes; collective work: 10 minutes**)

Nowadays, there are a lot of diseases which threaten our health. Malaria is one of them. It is generally transmitted to humans by bites of infected mosquitoes. However, an infected mother can transmit the parasite to her baby during pregnancy. It is also possible to catch it through blood transfusion. A person who is infected with malaria has sudden high temperature and feels pain in his joints and head. In addition, he feels tired, has chills and may lapse into a coma. Malaria can lead to death, so a person who shows the aforementioned symptoms should quickly visit a doctor. As prevention is better than cure, people should take measures against malaria. Such measures include live in a clean environment, use insecticides to kill mosquitoes, always sleep under a medical mosquito net and avoid living in humid areas. To sum up, our health is precious; so we should always take care of it.

Name of disease	Causes	Symptoms	Prevention
?	1. 2. 3.	1. 2. 3. 4.	1. ... 2. ... 3. ... 4. ...

Activity 3: Speaking (The teacher chooses pairs of students to perform this activity: 10 minutes)

Ask your partner questions about malaria.

Cues :

- What is malaria?
- What causes malaria?
- What are the symptoms of malaria?
- How can we prevent malaria?

Activity 4: The people of your village usually suffer from malaria. Prepare a sketch in small groups about malaria that you are going to roleplay during a meeting in the village so as to inform people about malaria's prevention. You will present your sketch next class. It should not exceed 5 minutes

Note taking:

Reading comprehension

General objective: All along and at the end of this lesson, learners should be able to read a text and show comprehension

Specific objectives: They should be able to:

- Name some pictures and say its relationship with health
- React to some tasks based on the details and main information of the text
- Find the words in the text based on their definitions
- Talk about the consequences of auto-medication

Duration: 55 minutes

Materials: visual aids such as pictures, chalk, chalkboard, duster

Implementation:

Warm-up: 1 minute

Revision or homework correction: 05 minutes

Introducing the lesson of the day: 01 minute

Pre-reading activity: (collective work: 05 minutes)

Here are some pictures:

- a. Name these pictures.
- b. What's the relationship between these pictures and our health?

Answers:

- a. Picture 1: roots of trees

Picture 2: Leaves of trees

Picture 3: Barks of trees

Picture 3: a tisane or herbal infusion

Picture 4: A Powder made with plants

Picture 5: Some tablets

- b. Traditional doctors treat diseases using the roots, leaves and barks of trees.

When some people are sick, they prepare a herbal infusion or a powder to drink. They don't always go to the hospital.

Some other people go to the pharmacy to buy some tablets to drink.

While-reading activity:**A. Read the text and judge the following statements by “right” or “wrong”: (individual + pair + collective work: 10 mins)**

1. People always determine the cause of their discomfort when they are sick.
2. In the past, people who were sick visited the doctor at the hospital.
3. Nobody likes to practice auto-medication today.
4. The people who don't go to the hospital when they are sick don't treat their diseases well.

B. Answer these questions with complete sentences (ind + group + collective work: 15 mins)

1. What kind of medicine did traditional healers give? What are they made of?
2. Did people stop using traditional medicine after the introduction of modern medicine?
3. Give an example of medicine prepared by some villagers.

C. Find out from the text, the words meaning the same as: (ind + group + collective work: 10 mins)

1. Ill or sick (paragraph 1)
2. Someone who can cure or heal people who are ill (paragraph 2)
3. The fact of treating your diseases without consulting a doctor. (Paragraph 2)

Post-reading activity: Discussion: The people in your village usually practice auto-medication when they are sick. Is auto-medication good? What can be its consequences? (**collective work: 05 minutes**)

Note taking

TEXT: WHAT ARE WE TREATING?

When we are unwell, we can rarely determine the real cause of the discomfort that we feel.

If you ask people what is wrong with them, some will say they have a fever, a headache or a stomachache. Others will speak of a pain in the chest or in the shoulder.

In the past, people with health problems went to see traditional healers who gave them infusions, concoctions, powders and liniments made of leaves, bark or roots, in order to relieve pain.

With the introduction of modern medicine, many people tend to practise auto-medication and take aspirin for a fever, a headache or a pain in the neck. Sometimes, they drink all kinds of potions and mixtures of both traditional and modern origins to treat stomachaches and other pains. To relieve cough symptoms, some villagers make their children swallow penicillin powder mixed with a local alcohol called *sodabi*.

When we treat a headache or a fever at home with aspirin or with other potions, how do we know we are being efficient?

Structure: If clause, type 1

General objective: At the end of this lesson, learners should be able to build conditional sentences using If-clause, type 1 appropriately.

Specific objectives: They should be able to:

- Study the structure of sentences and draw a rule about If-clause, type 1
- Write bracketed verbs into the right tense and form
- Write sentences to express condition using If-clause, type 1

Duration: 55 minutes

Materials: Chalk, chalkboard, duster

Reference books: The study programme of 4e, The teaching guide of 4e

IMPLEMENTATION

Warm-up: Song: If you take care of your memory (**lockstep: 01 min**)

Introducing the lesson of the day: Today, we are going to learn a structure (**01 min**)

Lead-in: The teacher writes on the board: (**Collective work: 05 minutes**)

- I am not sick; I will not go to the hospital.
- I will go to the hospital if I am sick.

And ask these questions to the class: In which condition will I go to the hospital? What does “If” express?

Today, we are going to learn how to express conditions in English using If-clause, type 1.

Presentation phase:

Activity 1: Read these sentences: (**collective work: 15 minutes**)

1. I will go to the hospital if I am sick.
2. If I am sick, I will go to the hospital.
3. If I am not sick, I will no go to the hospital.

Instructions:

- a. How many clauses can you identify in each sentence? Name them
- b. What is the tense of the verb in each clause?
- c. How are the sentences starting with If punctuated?
- d. Draw a conclusion

Note: To express condition in English, we use the conjunction “If”.

If clause, type 1: Subject + verb (simple future) ... If + subject + verb (simple present) ...

OR If + subject + verb (simple present) ..., subject + verb (simple future) ...

NB: When a sentence starts with If, we should place a comma at the end of the If clause.

Example: If I am sick, I will go to the hospital.

Practice phase:

Activity 2: Write the verbs in brackets into the right tense and form:

(ind+pair+collective work: 13 mins)

1. M’po (to visit) the healer if he (to feel) unwell.
2. I (to make) a herbal infusion if I (to suffer) from malaria.
3. My mother (not to take) me to the hospital if I (to be) fine.
4. If I (to have) toothache, I (to see) the dentist.

Production phase:

Activity 3: Write a sentence to tell the class what you will do if: **(ind +**

collective work: 10 mins)

- a. You are thirsty
- b. You feel a pain in your ear
- c. Your brother is sick

Note taking: 10 mins

Homework: Write the verb in brackets into the right tense and form:

1. If I finish my studies, I (to become) a doctor.
2. If I (to become) a surgeon, I will operate on sick people.
3. Jean will get malaria if he (not to sleep) under a mosquito net.
4. If people (not to take) care of their health, they (to be) sick all the time.
5. What you (to do) if you feel tired?

Function: Expressing warning

General objective: At the end of this lesson, learners should be able to express warning using various phrases and patterns appropriately.

Specific objectives: They should be able to:

- Cite two phrases used to express warning
- Use these phrases to write sentences using the right pattern
- Warn their friends about some attitudes which are bad for them.

Duration: 55 minutes

Materials: Chalk, chalkboard, duster

Reference books: The study programme of 4e, The teaching guide of 4e

IMPLEMENTATION

Warm-up: Song: If you take care of your memory (**lockstep: 01 min**)

Introducing the lesson of the day: Today, we are going to learn a structure (**01 min**)

Presentation phase

Activity 1: Read this this dialogue: (**collective work: 15 minutes**)

Patient: Hello doctor.

Doctor: Hi. What's wrong with you?

Patient: I have a fever and some coughs.

Doctor: Have you taken any medicine at home?

Patient: Yes. I bought some tablets at the market and drank it: paracetamol, aspirin and amoxicillin.

Doctor: That's auto-medication. It's very bad for you. You had better not practice auto-medication otherwise, you will complicate your sickness. You should always consult a doctor before taking some medicines when you are sick.

Patient: Ok. Doctor.

Instructions:

- Has the patient consulted a doctor before some tablets?
- What does the doctor tell the patient?
- What does "had better" express?
- How is the sentence in colour structured?

- What does the expression “otherwise” mean?
- Do you know some other phrases we can use to express a warning? Cite them.

Note: It is important to warn people about the dangers of some acts so as to draw their attention.

To express warning, we can use:

- Subject + had better + base verb
Eg. You had better stop practicing auto-medication
You had better not practice auto-medication otherwise, you will complicate your sickness.

We can use If-clause, type 1 to express warning.

Eg. If you practice auto-medication, you will complicate your sickness.

Practice phase

Activity 2: Write sentences to express warning using “had better” and “If”. (**ind + group + collective work: 15 minutes**)

Cues:

1. To buy medicines at the market; to damage your health.
2. Not to sleep under a mosquito net; to get malaria

Production phase:

Activity 3: Your friend Robert is sick and refuses to go to the hospital. Write a sentence to warn Robert about the danger he is running after. Share your answer with the class. (**ind + collective work: 10 minutes**)

Note taking: 10 minutes

Homework: Rewrite these sentence as indicated:

1. Claudine drinks unclean water; she will get stomachache.
 - Rosine had better
2. You had better wash your hands before eating otherwise, you will fall sick.
 - If you
3. If you clean your environment, you will prevent diseases.
 - You had better

Lesson plan

School Name:

Class: 4e

Size:

Boys:

Girls:

Learning situation n°1: Health

Objectives: All along and at the end of this learning situation, learners will be able to use appropriate vocabulary, language functions and structures, to write and talk about health

Sequence 3: Health care

Objectives: All along and at the end of this learning situation, learners should be able to:

- Write and talk about what they should do to be healthy
- Make suggestions using various phrases and patterns
- Read a text and complete some tasks based on it
- Listen to an audio track and react to instructions adequately
- Write exclamatory sentences using the right patterns

Greetings and date writing **(5minutes) Lockstep**

Warm up: Song **(2 minutes) Lockstep**

Revision or homework correction: **05 minutes**

Introducing sequence 3:

Activity 1: A. Answer these questions orally: **(collective work: 15 minutes)**

- Is health important?
- What do you do to take care of your health and prevent diseases?

B. - Below are some pictures. Say what the people are doing and its importance for our health. (See the pictures in the handout)

- Relate the pictures to your own life (what you do / what you don't do)

Teacher's conclusion: In sequence 3, we are going to talk about health care. The teacher makes students repeat "health care" and writes it on the board.

Note taking: 10 minutes

Suggested answers

A. Students' personal responses

B. Picture description

Picture 1: They are playing football. This is good for health.

Picture 2: It is a good food combination: a balanced meal. Such a food is very good for our health.

Picture 3: They are exercising, doing gymnastics. This is good for their bones and their muscles. It helps them keep fit.

Function: Making suggestions

General objective: At the end of this lesson, learners should be able to make suggestions using various phrases and patterns.

Specific objectives:

They should be able to:

- Identify suggestions in a dialogue;
- Write the pattern of suggestion sentences
- Build up dialogues with their partners to make suggestions
- Rewrite sentences appropriately using suggestion phrases

Duration: 55 minutes

Disciplinary Competences: 1, 2 and 3

Skills: All the four

Materials: Printed copies of pictures / tablet, Chalk, chalkboard and duster

Techniques: Brainstorming, individual work, pair work, collective work

Reference books: The study programme of 4e, The Teaching guide of 4e

Presentation phase

Activity 1: Read the dialogue below with your partner and answer the questions (**Collective work: 15 minutes**)

Peter : What's wrong with you, Rose ?

Rose : I have a toothache.

Peter : Really? Why don't you go to the dentist's

Rose : That's a good idea! I will go to the dentist's tomorrow.

Instructions :

- What's wrong with Rose ?
- What does Peter suggest Rose to do?
- What's the sentence which represents Peter's suggestion?
- How is this sentence structured?
- Draw a conclusion

Note: Our friends often face some situations and don't know what to do. We should make them suggestions to give them good ideas.

To make a suggestion, we use:

- Why don't / doesn't + personal pronoun or noun + base verb ...?

Examples:

- Why don't you go to the dentist's?

- Why doesn't she visit an ear doctor?

We can also use:

Subject + had better + base verb ... or Subject + should + base verb ...

Example: You had better visit an ear doctor.

Practice phase:

Activity 2: Fill in the blanks in the dialogue below using suitable words or groups of words from the ones provided: Why don't you? had better

(ind + pair work: 05 minutes; collective work: 05 minutes)

Ali: My chest hurts.

Amina: ----- go to a heart doctor's?

Ali: Good idea! I think I will go to that specialist.

Amina: You ----- take that chest pain seriously.

Ali: You're right. I should do that.

Amina: Good decision. Goodbye, Ali.

Ali: Goodbye, Amina

Production phase:

Activity 3: Work with a partner. Write similar dialogue to the one in Part A. Use the phrases below. **(pair work: 05 minutes)**

have a stomach-ache / go to the clinic

My leg hurts / go to the hospital

have diarrhea / go to the doctor's

have malaria / see a nurse

My heart hurts / go to a heart doctor

have an earache / go to an ear doctor

have a sore throat / go to a throat doctor

B. Role play your dialogue. **(collective work: 10 minutes)**

Assessment: Reorder these words to write meaningful sentences: **(ind + collective work: 10 minutes)**

1. Better / you / eat / well / had / .
2. Why / you / don't / drinking/ river / stop / water / from / ? / the
3. Should / protect / eyes / your / you / .

Homework: Rewrite these sentences as indicated; Use your own ideas if necessary

1. You had better take care of your health.
 - Why
2. Codjo should stop smoking cigarettes.
 - Codjo had better
3. Fanta does not exercise regularly.
 - Why doesn't Fanta

Reading comprehension

General objective: All along and at the end of this lesson, learners should be able to read a text to find details or main information.

Specific objectives: They should be able to:

- Build up their vocabulary by learning new words
- Improve their speaking skill by using new words to talk about health
- Complete sentences with the missing textual information
- Answer questions appropriately after reading a text
- Identify synonyms and opposites in a list of words
- Complete sentences appropriate by using the right words

Duration: 50 minutes + **note taking:** 10 minutes

Materials: visual aids such as pictures, chalk, chalkboard, duster

Implementation:

Warm-up: 1 minute

Introducing the lesson of the day: 01 minute

Pre-reading activity: (collective work: 05 minutes)

Pre-vocabulary + oral discussion

- a. Listen and repeat: A healthy diet ; bone ; muscles ; heart ; to cover food; a mosquito net
- b. Discuss the meaning of these words in your groups
- c. Match the pictures with the vocabulary words. (See handout)
- d. How important are these pictures for our health?

While-reading activity:

D. Read the text and fill in the gaps with the missing information:
(individual + pair + collective work: 13 mins)

5. To feel well, you had better
6. We can get lots of vitamins, minerals, proteins and water by eating a
7. It is important toorwater when it is dirty.
8. An accident can make you feel a

E. Answer these questions based on the text (ind + collective work: 10 mins)

4. Why is it important to exercise?

5. What is the importance of good hygiene? Give four examples of practices which represent good hygiene.
6. Who should people visit when they feel unwell?

F. Below is a list of words. Sort out in column A the words which are synonyms and in column B, the words which are opposites: (ind + collective work: 10 mins)

Health	Disease	Life	Essential	Clean
Drug	To do sport	Signs	Slowly	Treat
Death	sickness	to exercise	important	symptoms
Medicine	dirty	quickly	cure	

Post-reading activity: Complete each of the sentences below with the right word from the list below: **(ind + collective work: 10 minutes)**

Nutrition ; hygiene ; healthy ; rest ; diseases ; cured

- 1- Good is essential to health.
- 2- Nurses always wash their hands because they observe the rules of good
- 3- food is recommended.
- 4- are usually at the hospital.
- 5- The doctor said I need some.....because I work too much.

Note taking: 10 minutes

Teacher's note (auto-evaluation / critical reflection about the lesson of the day)

.....

.....

.....

.....

.....

TEXT: Keeping Healthy

Health is a very important part of life. Health is the normal, natural condition of the body. You had better protect your health or you won't feel well.

One of the most important factors in being healthy is nutrition. A healthy diet has lots of vitamins, minerals, protein and of course water. It is also important to exercise. Exercising keeps your bones, muscles and your heart strong. But you also need to rest or your body will be too tired. The other factor of good health is hygiene.

Good hygiene can help you avoid diseases. You can boil or filter water if it is dirty. People prevent disease by washing their hands often and covering their food. They also sleep under mosquito nets.

Sometimes you can't avoid illness. You can have a pain in your arm or leg because of an accident. Sometimes you will catch a disease. If you have a pain, you will relieve it with medicine. If you suffer from many symptoms, you will go to the doctor or healer. Doctors and healers cure diseases. If they give you a treatment, you can recover quickly.

Everyone likes to be healthy and happy.

Suggested answers

A. Sentence completion

1. To feel well, you had better **protect your health**.
2. We can get lots of vitamins, minerals, proteins and water by eating a **healthy diet**.
3. It is important to **filter** or **boil** water when it is dirty.
4. An accident can make you feel **a pain in your arm or leg**.

B. Answering questions on the text:

1. It is important to exercise because exercising keeps our bones, muscles and our heart strong.
2. Good hygiene can help us avoid disease. Four examples of practices which represent good hygiene:
 - boil or filter water if it is dirty
 - wash hands often
 - cover food
 - sleep under mosquito nets.
3. When people feel unwell, they should visit a doctor or a healer.

C. Vocabulary

Column A: Synonyms

Essential = important

Drug = medicine

Signs = symptoms

Cure = treat

Disease = sickness

To exercise = to do sport

Column B: Opposites

health = disease / sickness

clean = dirty

life = death

slowly = quickly

Post-reading activity: gap filling

- 1- Good **nutrition** is essential to health.
- 2- Nurses always wash their hands because they observe the rules of good **hygiene**.
- 3- **Healthy** food is recommended.
- 4- **Diseases** are usually **cured** at the hospital.
- 5- The doctor said I need some **rest** because I work too much.

Structure: Exclamatory Sentences (55 minutes)

Objective:

Students will be able to recognize and use exclamatory sentences with "What," "What a," and "How" to express strong feelings or reactions in health care contexts. They will also learn to form nominal groups as a basis for these sentences.

Duration : 55 minutes

Materials Needed:

- Dialogue handouts
- Worksheet with sentence completion exercises
- Nominal group word sets
- Role play cue cards (optional)
- Note-taking template or guide

1. Presentation (15 minutes)

- **Activity 1: Introduction to Nominal Groups (5 minutes)**
 - **Instructions:** Begin the lesson by introducing the concept of nominal groups (noun phrases). Write examples on the board, breaking them down into components:
 - *a terrible headache*
 - *an amazing recovery*
 - *a difficult case*
 - **Discussion:** Ask students:
 - "What is the main word in these groups?" (Noun)
 - "What other words describe the noun?" (Adjectives, articles)
 - "Why do we use these words together?"
 - **Purpose:** Build a foundation for understanding exclamatory sentences by focusing on how nominal groups are formed.
- **Activity 2: Dialogue Presentation and Guided Discovery (10 minutes)**
 - **Instructions:** Present the following dialogue to the class. Ask students to read the dialogue in pairs.

Dialogue:

- **Nurse:** What terrible news! The patient has a high fever.
- **Doctor:** Yes, and what a difficult case this is!
- **Nurse:** How awful! I hope we can help her soon.
- **Doctor:** Don't worry. What an amazing recovery she made last time! She is very strong.

Guided Discovery Questions:

- "What words do the nurse and doctor use to express strong emotions?"
- "Which sentences begin with 'What,' 'What a,' and 'How'?"

- "How are the nominal groups used in these sentences?"
- "Why do the nurse and doctor use these sentences? What are they trying to express?"

Purpose: Help students discover the structure and function of exclamatory sentences by identifying how "What," "What a," and "How" are used with nominal groups and adjectives.

2. Practice (20 minutes)

- **Activity 1: Controlled Practice - Sentence Formation (10 minutes)**

- **Instructions:** Provide students with a worksheet that includes several incomplete exclamatory sentences. Students will need to fill in the blanks with appropriate nominal groups and adjectives, using the correct exclamatory structure. For example:
 1. _____ a terrible headache!
 2. _____ wonderful news!
 3. _____ amazing the recovery is!
 4. _____ painful that injury must be!
 - **Peer Review:** Have students compare their answers with a partner before reviewing them as a class.
 - **Purpose:** Reinforce the structure of exclamatory sentences and the use of nominal groups through controlled practice.
 - **Activity 2: Nominal Group Creation (10 minutes)**
 - **Instructions:** Divide the students into small groups. Provide each group with a set of words (nouns, adjectives, articles) and ask them to create as many nominal groups as possible. For example:
 1. *an excellent doctor, a serious illness, a quick recovery, terrible pain.*
 - **Task:** Once the groups have created several nominal groups, ask them to form exclamatory sentences using "What," "What a," or "How." For example:
 1. "What a serious illness!"
 2. "How excellent the doctor is!"
 - **Purpose:** Encourage students to practice forming exclamatory sentences while focusing on nominal group structure.
-

3. Production (15 minutes)

- **Activity: Role Play - Expressing Emotions in Health Care Situations**

- **Instructions:** Assign each pair or group a health care scenario where they need to express strong emotions or reactions using exclamatory sentences. Example scenarios:
 - A patient receives surprising news about their recovery.
 - A doctor discusses a difficult case with a nurse.
 - A patient describes severe symptoms to a nurse.
- **Example Role Play:**
 - **Student A:** "The doctor said I'm recovering quickly!"
 - **Student B:** "What wonderful news!"
 - **Student A:** "Yes, and how amazing the treatment is!"

- **Task:** Each group creates a short role play using at least two exclamatory sentences with "What," "What a," and "How." After practicing, they perform for the class.
 - **Purpose:** Allow students to use exclamatory sentences in a communicative context, focusing on expressing emotions in health care situations.
-

4. Wrap-Up, Note-Taking, and Review (5 minutes)

- **Activity 1: Note-Taking (3 minutes)**
- **Instructions:** Provide students with a note-taking template or guide. Ask them to summarize key points from the lesson, including:
 - **Exclamatory Sentence Structures:**
 - "What" + [Nominal Group]
 - "What a" + [Adjective] + [Noun]
 - "How" + [Adjective] + [Noun]
 - **Examples:**
 - *What terrible news!*
 - *What an amazing recovery!*
 - *How awful the symptoms are!*
 - **Key Vocabulary:**
 - (List of important words from the lesson)

Template Example:

- **Exclamatory Sentence Structures:**
 - (Examples)
 - **Key Vocabulary:**
 - (Words and definitions)
 - **Purpose:** Help students consolidate their learning and create a reference for future use.
 - **Activity 2: Quick Review (2 minutes)**
 - **Instructions:** Ask a few students to share one exclamatory sentence they used during the role play. Review key points and structures from the lesson with the class.
 - **Purpose:** Reinforce key takeaways from the lesson and provide closure.
-

Assessment:

- Informal assessment through participation in pair work, controlled practice, and role play.
- Monitor students' ability to correctly form and use exclamatory sentences in health care contexts.

ASSESSMENT AND BEYOND

To the care of the teacher