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| **Topic: A Healthy Lifestyle** |
| **Instructor:** | **Level:** | **Age:**  | **Number of Students:** | **Length:** |
| Rachelle Jo | Intermediate | Adults | 6 | 50 minutes |
| **Materials:** Pictures (ice cream, hamburger, pizza, tomato, apple, carrot, man running at the park, man watching TV) Dialogue - AudioListening Worksheets (6 copies) – With guide questions and script with blanks to fill inVocabulary Worksheets (6 copies)White board and board markersSets of role cards for role play - Set 1 – Mother, Son who loves eating candies, Clerk in a supermarket -Set 2 - Mother, Lazy son who wants to lye down all the time, Fitness Instructor |
| **Aims:**- SWBAT listen to the dialogue and identify the main idea- SWBAT answer the guide questions and write the missing words in the listening worksheet- SWBAT discuss and enumerate different healthy and unhealthy foods- SWBAT discuss and enumerate different healthy and unhealthy habits- SWBAT demonstrate the effects of eating healthy and unhealthy foods and habits by role play |
| **Language Skills:**Listening – Ss will listen to the dialogueSpeaking- Ss will discuss the examples of health and unhealthy foods and habitsReading- Ss will read the worksheetWriting- Ss will write the answers on the worksheet and fill in the blanks (dictation) |
| **Language Systems:**Phonology- Ss will recognize and practice pronouncing new vocabulary words fridge, humph, abandon and cardiovascular systemFunction- Ss will learn on how to use the vocabularies in a sentenceDiscourse- Ss will perform a role play to demonstrate the different healthy and unhealthy foods and habitsLexis- Ss will learn the key vocabulary words in the dialogue - fridge, humph, abandon and cardiovascular system |
| **Assumptions:**Students already know:- how the class is set up and run - the teacher’s style of teaching and pace of the course- the names of healthy and unhealthy foods and habits- how role play and filling up a table are done |
| **Anticipated Errors and Solutions:**Students may not be able to fill the blanks in the worksheets→ play the audio/ dialogue once againStudents may not be able to do the activity on time→ cut the post-activity discussion or ask few students only to share their thoughts Students may finish the activity earlier than expected→ prolong the post-activity discussion or let them start the homework in the classroom |
| **References:** A Healthy Lifestyle. (n.d.) Retrieved November 22, 2015, from http://www.esl-lab.com/health/healthsc1.htm |
| **Notes:** |

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| **PRESENTATION:** |
| **Aims:**-SWBAT understand what they are going to do in the lesson-SWBAT learn new key vocabulary words and use them in a sentence | **Materials:**Pictures, Vocabulary Worksheets, Listening Worksheets (with the guide question) |
| **Time** | **Set Up** | **Student**  | **Teacher** |
| 1 minute2 minutes2 minutes5 minutes | Whole classWhole ClassWhole ClassWhole Class | Greet back the teacherGuess and tell what they already know about the topic by answering the questionsListen to the instructionGive examples of how the key vocabularies can be used in a sentence | **<Greeting>**Hello everyone! How do you all feel today?**<Eliciting>**Look at some of the pictures here. Those are pictures of some foods and activities or habits. What do you see in these pictures?(show the pictures of ice cream, hamburger, pizza, tomato, apple, carrot, man running at the park, man watching TV)- Which one do you think is good for our health?- Which one do you think is bad for our health?Today, we are going to talk about healthy lifestyle.**<Instruction>**As you have guessed earlier, the topic for today is “A Healthy Lifestyle”. You will listen to a dialogue. While listening, try to guess the answer of the **guiding questions.** I will let you hear the dialogue again. On the second time, try to fill up the blanks in the listening worksheet.-Pass the listening and vocabulary worksheets- **<Learning Key Vocabulary>**Before anything else, let’s first have a look at the vocabulary worksheet.-Show examples written on the vocabulary worksheet and ask them to write their own examples. Ask them to recite their answers aloud |
| **Notes:** |
| **PRACTICE:** |
| **Aims:** -SWBAT write down the answers to guiding questions and fill in the blanks while listening to the dialogue-SWBAT discuss the answers as pairs and as whole class | **Materials:**Listening worksheets, Dialogue (Audio), White Board, Marker |
| **Time** | **Set Up** | **Student**  | **Teacher** |
| 2 minutes2 minutes1minute5 minutes 3 minutes | IndividuallyIndividuallyWhole ClassPairWhole Class | Listen to the dialogue and answer the guiding questions in the listening worksheetListen to the dialogue again and fill up the blanks in the listening worksheetListen to the instructionAnswer the Instruction Check QuestionsCompare and discuss the answers to guiding questions and the blanks in pairsCompare and discuss the answers as a whole class | Play the dialoguePlay the dialogue again**<Instruction>**- Now, I want you to compare and discuss your answers in the listening worksheets with your partner. I will give 5 minutes to do this.**<ICQ>**1. What are you going to do?2. Do you work alone?3. How much time do you have?Go around the class and give help if necessary**<Discussion and Error Correction>**Lead the discussion by asking the students their answers and if ever errors are found, errors will be corrected directly.  |
| **Notes:** |
| **PRODUCTION:** |
| **Aims:**- SWBAT enumerate healthy and unhealthy foods and demonstrate it by role play- SWBAT enumerate healthy and unhealthy habits and demonstrate it by role play | **Materials:**Role cards set 1 and 2  |
| **Time** | **Set Up** | **Student**  | **Teacher** |
| 2 minutes10 minutes5 minutes5 minutes | Whole ClassGroup WorkGroup WorkGroup Work | Listen to the instructionsAnswer the Instruction Check QuestionsPrepare for a 5-minutes role playRole-Play (Roles: Mother, Son who loves eating candies, Clerk in a supermarket )Role-Play(Roles: Mother, Lazy son who wants to lye down all the time, Fitness Instructor) | **<Instructions>**I will divide the class into 2 groups, 3 members in each group. One group is assigned to demonstrate the effects of healthy and unhealthy foods through role play while the other group is assigned to demonstrate the healthy and unhealthy habits through role play. I will give you 10 minutes to prepare a 5 minutes role play. A representative from the each group should come and get the role cards from me. **<ICQ>** 1. How many are you in the group?2. What are you presenting?3. How long is the preparation?4. How long is the role playGo around the class and give help if necessary**<Role Play>**Take note of what the students are doing in the role-play**<Role Play>**Take note of what the students are doing in the role-play |
| **Notes:** |
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| **Post Production:** |
| **Aims:**-SWBAT answer the concept check questions-SWBAT recognize and take note of the homework | **Materials:**White board, Marker |
| **Time** | **Set Up** | **Student**  | **Teacher** |
| 2 minutes2 minutes1 minute | Whole ClassWhole ClassWhole Class | Answer the Concept Check QuestionsTake note of the homeworkAnswer the Instruction Check Question | **<CCQ>**1. Are onions and mushrooms good for our health?2. Are junk foods or finger foods healthy?3. Is jogging in the morning an example of healthy activity?4. Is lying down right after eating a healthy habit?**<Homework>**-For your homework, I want you to answer the following **comprehensive questions** written on the board. 1. What does the man want to do?2. What is the woman’s first concern?3. Why did the woman ask the man to cut back on fatty foods?4. Why did the woman suggested cycling over watching TV?5. If you were the man, would you follow what the woman has suggested?6. If you were the woman, what else could you suggest?You can hand in your answers next week**<ICQ>**When do you turn in the homework?**<Closing>**Job well done everyone! Don’t forget to submit your homework next week. Thank you and enjoy your day! |

**Listening Script**

**A Healthy Lifestyle (2 minutes)**

Man: [Honey](http://www.esl-lab.com/health/healthsc1.htm#key), the basketball game is about to start. And could you bring some chips and a bowl of ice cream? And . . . uh . . . a slice of pizza from the [fridge](http://www.esl-lab.com/health/healthsc1.htm#key).

Woman: Anything else?

Man: Nope, that's all for now. Hey, [hon](http://www.esl-lab.com/health/healthsc1.htm#key), you know, they're organizing a company basketball team, and I'm thinking about joining. What do you think?

Woman: [Humph](http://www.esl-lab.com/health/healthsc1.htm#key)

Man: "Humph" What do you mean "Humph." I was the star player in high school.

Woman: Yeah, twenty-five years ago. Look, I just don't want you having a heart attack running up and down the court.

Man :So, what are you suggesting? Should I just [abandon](http://www.esl-lab.com/health/healthsc1.htm#key) the idea? I'm not that [out of shape](http://www.esl-lab.com/health/healthsc1.htm#key).

Woman: Well . . . you ought to at least have a [physical](http://www.esl-lab.com/health/healthsc1.htm#key) before you begin. I mean, it has been at least five years since you played at all.

Man: Well, okay, but . . .

Woman: And you need to watch your diet and [cut back on](http://www.esl-lab.com/health/healthsc1.htm#key) the fatty foods, like ice cream. And you should try eating more fresh fruits and vegetables.

Man: Yeah, you're probably right.

Woman: And you should [take up](http://www.esl-lab.com/health/healthsc1.htm#key) a little weight training to strengthen your muscles or perhaps try cycling to build up your [cardiovascular system](http://www.esl-lab.com/health/healthsc1.htm#key). Oh, and you need to go to bed early instead of watching TV half the night.

Man: Hey, you're starting to sound like my personal fitness instructor!

Woman: No, I just love you, and I want you to be around for a long, long time.

**Listening Worksheet**

**Guiding Questions:**

1. What food does the woman suggest to the man?

2. What food does the woman asked the man to refrain from?

3. What activity does the woman suggest to the man?

4. What activity does the woman asked the man to refrain from?

**A Healthy Lifestyle**

Man: [Honey](http://www.esl-lab.com/health/healthsc1.htm#key), the game is about to start. And could you bring some and a bowl of ? And . . . uh . . . a slice of from the [fridge](http://www.esl-lab.com/health/healthsc1.htm#key).

Woman: Anything else?

Man: Nope, that's all for now. Hey, [hon](http://www.esl-lab.com/health/healthsc1.htm#key), you know, they're organizing a company basketball team, and I'm thinking about joining. What do you think?

Woman: [Humph](http://www.esl-lab.com/health/healthsc1.htm#key)

Man: "Humph" What do you mean "Humph." I was the star player in high school.

Woman: Yeah, twenty-five years ago. Look, I just don't want you having a heart attack running up and down the court.

Man: So, what are you suggesting? Should I just [abandon](http://www.esl-lab.com/health/healthsc1.htm#key) the idea? I'm not that [out of shape](http://www.esl-lab.com/health/healthsc1.htm#key).

Woman: Well . . . you ought to at least have a [physical](http://www.esl-lab.com/health/healthsc1.htm#key) before you begin. I mean, it HAS been at least five years since you played at all.

Man: Well, okay, but . . .

Woman: And you need to watch your and [cut back on](http://www.esl-lab.com/health/healthsc1.htm#key) the , like ice cream. And you should try eating more and .

Man: Yeah, you're probably right.

Woman: And you should [take up](http://www.esl-lab.com/health/healthsc1.htm#key) a little to strengthen your muscles or perhaps try

 to build up your [cardiovascular system](http://www.esl-lab.com/health/healthsc1.htm#key). Oh, and you need to go to bed early instead of half the night.

Man: Hey, you're starting to sound like my personal fitness instructor!

Woman: No, I just love you, and I want you to be around for a long, long time.

**Vocabulary Worksheet**

1. Fridge

- Short for “refrigerator”

- Example: I think we need to buy a new fridge since the old one does not cool properly.

- Example:

2. Humph

- A word showing disbelief, or expressing doubt or contempt

- Example: Humph! There is no way you can clean the room today.

- Example:

3. Abandon

- To leave and never return or to give up the idea

- Example: They had to abandon the plan to build a house due to a financial crisis.

- Example:

4. Cardiovascular System

- Your body’s system including the heart, blood, blood vessels like veins, arteries and capillaries

- Example: Running for 30 minutes a day helps improve your cardiovascular system

- Example: