



## Level 2

### 4.4 Lesson Plan

#### Session 1

#### Warm-up

Write the word **doctor** on the board. Ask students to brainstorm any words they know that are connected to a doctor.

Introduce the new words. Watch **Words to Know**, stopping to ask questions and give examples and context as needed. Some suggestions are:

- Where do many doctors work? (hospital)
- Why do we go to the doctor? (sick, fever, aches, cold, running nose, headache, stomach ache, to be healthy)
- What does the doctor do? (checks us, gives medicine, uses a thermometer, gives advice)
- What kinds of advice does a doctor give? (rest, drink water, eat healthy food)
- What does the doctor check? (body, head, stomach, legs, hands, feet, thermometer)
- When do we go to the doctor? (morning, afternoon, evening, when we don't feel well)

While showing **Words to Know**, you can also discuss the following:

- advice** is a non-count noun; it has no plural. Introduce **a piece of advice, give/take/follow advice** and the verb **advise**.
- afternoon** is a compound noun.
- my **nose is running** is an idiom.
- thermometer**: discuss the different systems: Fahrenheit and Celsius.
- Fahrenheit is used mainly in the USA. To convert from Fahrenheit to Celsius, we subtract 32, multiply by 5 and divide by 9.  
*For example:* 102° Fahrenheit:  
 $102 - 32 = 70$   
 $70 \times 5 = 350$   
 $350 \div 9 = \text{almost } 39^\circ \text{ in Celsius}$
- rest** is a noun and a verb

#### Movie

Students look at the words and guess what the movie is going to be about:

Who is sick? What happened? What aches did s/he have?  
What advice do they think the doctor will give?

Watch the movie.

#### Practice I

Students work on specified features from this lesson, such as **Words Words Words** or **Hear It, Say It**.



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 Session 1 (cont.)

**Discussion**

Introduce **should**, **ought to**, and **had better**.

Write the following sentences on the board or have them ready on flashcards:

- a. When you have a fever, you **should** go to the doctor.
- b. When you're thirsty, you **ought to** drink water.
- c. It's late. You **had better** go now.

Elicit the meaning of the modals. (giving advice)

Is there a difference among the three? (**had better** is stronger, a warning)

**Practice II**

Ask students to give advice for the following situations, using **should**, **ought to**, or **had better**. They can also use the negative forms.

- a. You have a test tomorrow.
- b. You're always late to school.
- c. You always catch colds.
- d. The food in the restaurant isn't good.
- e. You're in the library.
- f. You have to buy a birthday present.
- g. It's very late.

In pairs, students think of situations and advice, and share with the class.

**Homework**

1. Look at the new words. The letters are mixed up. Find the words:

- a. nngeeiv  $\frac{\quad}{10}$
- b. seon  $\frac{\quad}{4}$
- c. ttrsiah  $\frac{\quad}{3}$
- d. ciiemnd  $\frac{\quad}{9}$
- e. tser  $\frac{\quad}{1}$
- f. rgoimnn  $\frac{\quad}{6}$
- g. eervf  $\frac{\quad}{7}$
- h. dboy  $\frac{\quad}{8}$
- i. veidca  $\frac{\quad}{2}$
- j. dloc  $\frac{\quad}{5}$

2. Some of the letters from exercise 1 have numbers. Copy these letters to find the proverb.

- 1 2 3      3 4      5 6 7 1.  
 9 4      10 4 3      5 6 7 1      3 4      1 2 3.



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**Session 1 (cont.)**

**Homework**  
**(cont.)**

3. Write two sentences with the five words that don't appear in exercise 1.
4. I have a problem. Please give me advice. Use **should** and **ought to**.
  - a. Last night, I didn't feel well, so I didn't do my homework.  
You \_\_\_\_\_.
  - b. My leg really hurts.  
You \_\_\_\_\_.
  - c. I didn't tell my mom that I lost the new thermometer.  
You \_\_\_\_\_.

**Sum-up**

Use the new words to complete the sentences:

- a. I don't feel well. I have \_\_\_\_\_. (a cold/fever/headache/stomach ache)
- b. She gave me some \_\_\_\_\_. (advice/medicine)
- c. You should \_\_\_\_\_. (rest/take medicine)
- d. I'll meet you at 3 o'clock this \_\_\_\_\_. (afternoon)
- e. She has a fever. She ought to take some \_\_\_\_\_. (medicine)
- f. I have a terrible \_\_\_\_\_. What should I do? (headache / stomach ache)
- g. The food wasn't good, and now I have a \_\_\_\_\_. (stomach ache)
- h. Do you watch TV every \_\_\_\_\_? (afternoon / evening)
- i. Is there anything to drink? I'm very \_\_\_\_\_. (thirsty)
- j. I fell, and now every part of my \_\_\_\_\_ hurts. (body)



## Level 2

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#### Session 2

#### Check Homework

Go over the three exercises.

The answer to exercise 2 is: Eat to live. Do not live to eat.

Discuss the meaning. Call on students to give the same idea with advice using **should**. (You should eat well to be healthy, but you shouldn't eat too much.)

#### Movie

While watching the movie, pairs write down any two pieces of advice they hear. Some pairs should write down Moby's advice while others should concentrate on the doctor's advice.

(Moby: You should drink. / You should/ought to eat something. / You should/had better rest. / You should check your fever. / You should/ought to/had better see a doctor now.

Doctor: You'd better go to bed early. / You ought to drink a lot of water. You ought to take medicine this evening. / You ought to rest. / You shouldn't do any homework.)

Go over the advice. Write a few examples on the board.

Do students think the doctor really told Ben that he shouldn't do his homework, or did he make it up?

Students copy an example of advice with each of the three modals.

#### Game

What should I do?

- Hand out cards with health problems on them (headache / stomach ache / fever / cold / running nose / can't sleep / thirsty / hungry / can't wake up / can't take medicine / always tired / aches everywhere)
- In pairs, students role play a doctor and a patient. The patient should say his/her problem and ask, "What should I do?" The doctor should give advice, using **should** / **ought to**.

*For example:* Patient: I can't see well. What should I do?

Doctor: You should take an eye test. / You should take some medicine for your eyes.

- Pairs practice and exchange roles and cards.
- Roundrobin as each pair says their mini-dialogue.

#### Practice I

Write this sentence on the board: You should rest.

Now do a substitution drill, using a different modal each time:

**must** / **mustn't** / **can** / **may** / **might** / **are supposed to**

Elicit how the meaning changes.

What doesn't change? (the form: modal + base verb)

Elicit the negative and question forms.

Does the meaning change with **ought to** or **had better**?



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Session 2 (cont.)

**Practice I (cont.)** Write the following proverbs on the board:

Don't put all your eggs in one basket.  
There are two sides to every story.

Have a class discussion about the meaning of the proverbs. Ask students to give examples for when they would use them.

Students copy the proverbs. Pairs write a sentence with **should** and **shouldn't** for each proverb.

**Practice II** Students work on features from this lesson.

**Homework**

1. Fill in the new words & modals **should** / **ought to** / **had better**

- You \_\_\_\_\_ listen to the \_\_\_\_\_ your parents and friends give you.
- She' \_\_\_\_\_ hurry, or she'll be late.
- They \_\_\_\_\_ wear something warm. They might catch a \_\_\_\_\_.
- You \_\_\_\_\_ eat breakfast every \_\_\_\_\_.
- He's very warm. You \_\_\_\_\_ check to see if he has a \_\_\_\_\_.
- You \_\_\_\_\_ take the \_\_\_\_\_ the doctor gave you.
- \_\_\_\_\_ I come to the party? I have a terrible \_\_\_\_\_.

2. Are the following sentences **True** or **False**?

- |   |              |
|---|--------------|
| a. You shouldn't eat vegetables. They aren't healthy.         | True / False |
| b. You'd better come to school on time.                       | True / False |
| c. You should do your homework in the morning, before school. | True / False |
| d. We had better throw food in the street.                    | True / False |
| e. She ought to act before she thinks.                        | True / False |
| f. You're tired. You should rest.                             | True / False |

3. Correct the false sentences.

4. Learn one of the proverbs by heart.

**Sum-up**

We learned:

- 15 new words. How many do you remember?
- 3 parts of the day. What are they?
- 3 new modals. What are they?
- 2 new proverbs. What are they?
- 2 kinds of aches in our body. What are they?
- 3 new parts of our body. What are they? (head, stomach, nose)
- 6 other parts of our body. (legs, feet, hands, eyes, hair, toes)
- 1 new instrument that a doctor uses. (thermometer)
- 1 thing you give people who want to listen. (advice)



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**Session 3**

**Warm-up**

Who could say the following?

- a. It's late. You should go to bed. (mother, father, grandparents)
- b. You'd better not forget to show me your homework tomorrow! (teacher)
- c. You shouldn't make so much noise late at night. (police officer, mother)
- d. Should I bring Fighter too? (Moby)
- e. You ought to be careful. He's really sick. (a friend, mother, teacher)
- f. I should listen to the musicians. They'll tell me when to start. (a singer)
- g. You ought to follow me. (a teacher)

Pairs think of two more sentences and ask the class to guess.  
Encourage students to write sentences about their classmates.

**Check Homework**

Check the three homework assignments.  
Call on students to recite their proverbs. Can they explain what it means?  
Point out that the True / False homework assignment used an additional proverb: Think before you act. Discuss the proverb and elicit its meaning.  
Ask the students to give an example of a situation where each of the proverbs applies.

**Reading I**

Preparation: For this activity, you'll need enough sets of the following for the class to work in small groups.

four flashcards with headings: The Doctors' Promise, Hippocrates, The Body, Thank the Doctors

Cut up the reading passage in **Read It** into four parts.

- a. The first five paragraphs (ending with "father of modern medicine")
- b. The sixth paragraph
- c. The seventh paragraph
- d. The last paragraph

Students work together in their groups to put the passage in the correct order, and then match each piece with the correct heading.

**Reading II**

Pairs read the passage in **Read It** and answer the questions.  
Possible discussion questions:

- What should doctors promise, according to the passage?
- What shouldn't they do?
- Discuss if they think doctors should say, "I don't know."
- Shouldn't doctors say, "I know everything?" Should we?



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Session 3 (cont.)

**Homework**

The writing assignment in **Write It** is a personal narrative about going to the doctor. Remind students how to divide their writing into paragraphs. Use the graphic organizer in Materials Provided.

**Sum-up**

Name three new things you learned about a doctor's work.  
How was medicine different many centuries ago?  
How is modern medicine different?  
When you grow up, would you like to become doctors? Why? Why not?