LEARNING SESSION 1

I. GENERAL INFORMATION

EDUCATIONAL INSTITUTION: “Nuestra Señora de la Merced”
AREA: English
GRADE: Fourth
SECTION: “B”
STUDENTS: 30
CLASS TIME: 45 minutes (7:30 - 8:15 am)
DATE: April 10th, 2019
TUTORS’ NAMES:
  Dra. Leticia Noemí Zabaleta Gonzáles.
  Mg. Isabel del Rocio Pantoja Alcántara.
  Mg. Teresa del Rosario Muños Ramírez.

TRAINEE’S NAME: Leysi Katerine Lozano Briones

II. DIDACTIC UNIT: Health and First Aid

III. CLASS TITLE: Health Problems in my Family

IV. EXPECTED LEARNING: Text Productions: Speaking

Identify specific structures and vocabulary to give advice, showing interest in the activities.

Attitude

Share ideas with respect and tolerance

V. CROSS-CURRICULAR CONTENT

Education in moral values and ethic formation

[Signature] Leticia Noemí Zabaleta Gonzáles
[Signature] Presidente Jurado Evaluador
### VI. METHODOLOGICAL STRATEGIES

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<th>AREA CAPACITY</th>
<th>STAGES</th>
<th>DIDATIC SEQUENCE</th>
<th>RESOURCES</th>
<th>EVALUATION</th>
<th>Instruments</th>
<th>TIME</th>
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</thead>
<tbody>
<tr>
<td>Text production: speaking</td>
<td>INPUT</td>
<td>Ss Put the correct letter in each circle according to the pictures. Ss practice the vocabulary presented in a choral repletion</td>
<td>Flashcards</td>
<td>Identify specific structures and vocabulary to give advice using and practicing a dialogue about illnesses.</td>
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<td>PROCESS</td>
<td>Ss work in pairs. Complete the dialogue between Aldo and Monica, use the words from the box. Ss practice the dialogue in front of the class. Ss work in pairs. Write a similar dialogue in exercise II.</td>
<td>Board</td>
<td>Guessing from a mimics Observation Inquiry Work in pairs</td>
<td>Observation guide</td>
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<td>OUTPUT</td>
<td>Ss give and advice for each situation.</td>
<td>Handout</td>
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<td>Auxiliary register</td>
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<td>Markers</td>
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VII. BIBLIOGRAPHY


**Methodological book**


**Language Book**


**Web Page**

http://www.wordreference.com

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LEYSI KATHERINE LOZANO BRIONES
Aldo Mariátegui: How do you feel?
Monica Delta: I feel bad, I have a terrible headache and a sore throat. What should I do?
Aldo Mariátegui: You should go to the doctor, and you should buy two pills in "Inkafarma".
Monica Delta: My mother has a blocked nose and water eye. What should she do?
Aldo Mariátegui: She should drink eucalyptus tea.
Monica Delta: My father has a toothache. What should he do?
Aldo Mariátegui: He should visit Multident Clinic and how is your brother Victor?
Monica Delta: He is not ok, he has an earache.
Aldo Mariátegui: He should rest, he works everyday.
Monica Delta: Thank you for your advice.
HEALTH PROBLEMS IN MY FAMILY

1. Put the correct letter in each circle according to the pictures.
   a) Blocked nose.
   b) Sore throat.
   c) Earache.
   d) Toothache.
   e) Headache.
   f) Watery eyes.

2. Work in pairs. Complete the dialogue between Aldo and Monica, use the words from the box.

   should / should visit / should drink / should buy / should go

MONICA'S CHAT WITH FRIEND ALDO

Aldo Mariátegui: How do you feel?
Monica Delta: I feel bad, I have a terrible headache and a sore throat. What should I do?
Aldo Mariátegui: you(1)__________ to the doctor,
and you(2)__________ two pills in InkaFarma.
Monica Delta: My mother has a blocked Nose and watery eyes. What should she do?
Aldo Mariátegui: She(3)__________ eucalyptus tea.
Monica Delta: My father has a toothache. What should he do?
Aldo Mariátegui: He(4)__________ Multident Clinic and how is your brother Victor?
Monica Delta: He is not ok, he has an earache.
Aldo Mariátegui: He(5)__________ a rest, he works everyday.
Monica Delta: Thank you for your advice.
3. Work in pairs. Write a similar dialogue in exercise (2).

Pamela: How do you feel?
Sandra: I feel bad, I have a terrible headache and a sore throat.
What should I do?
Pamela: You should go to the doctor,
and you should buy two pills in Inkafarma.
Pamela: .................................................................
Sandra: .................................................................

4. Give and advice for each situation.

<table>
<thead>
<tr>
<th>COLUMN (A)</th>
<th>COLUMN (B)</th>
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<tbody>
<tr>
<td>I feel bad, I have a terrible headache</td>
<td>You should go to the doctor</td>
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</table>

Don't forget

<table>
<thead>
<tr>
<th>SHOULD</th>
<th>Examples</th>
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<tbody>
<tr>
<td>I should ...</td>
<td>I should get up early.</td>
</tr>
<tr>
<td>You should ...</td>
<td>You should sleep 7 hours.</td>
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<tr>
<td>He should ...</td>
<td>He should eat more vegetables.</td>
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<tr>
<td>I shouldn't ...</td>
<td>I shouldn't go to bed late.</td>
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<tr>
<td>You shouldn't ...</td>
<td>You shouldn't eat chocolate.</td>
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<tr>
<td>He shouldn't ...</td>
<td>He shouldn't drink coffee.</td>
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</table>

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<tr>
<th>Question</th>
<th>Examples</th>
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<tbody>
<tr>
<td>Should I ...?</td>
<td>Should I go to the gym?</td>
</tr>
<tr>
<td>Should you ...?</td>
<td>Should you drink more water?</td>
</tr>
<tr>
<td>Should he ...?</td>
<td>Should he do sports?</td>
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Unit 8 Speaking

What is speaking?

Speaking is a productive skill, like writing. It involves using speech to express meanings to other people.

Key concepts

Tick the things on this list which people often do when they speak.

1. pronounce words 10. smile
2. answer questions 11. ask for and give information
3. use intonation 12. respond appropriately
4. ask for clarification and/or explanation 13. persuade
5. correct themselves 14. start speaking when someone else stops
6. take part in discussions 15. tell stories
7. change the content and/or style of their speech according to how their listener responds
8. greet people
9. plan what they will say
10. smile
11. ask for and give information
12. respond appropriately
13. persuade
14. start speaking when someone else stops
15. tell stories
16. use fully accurate grammar and vocabulary
17. use tenses
18. take part in conversations

We usually do all these things when we speak except 9 and 16. Speaking does not allow us time to do these except in formal speaking such as making speeches. Here is a list of the categories that the other points are examples of:
QUICK REVIEW
Work in pairs. How many different things do you both do in your free time? Make a list. How many of these things did you do last week?

Vocabulary Holiday activities
Think of three places tourists go to in your country. What do they do there? Compare your places with a partner.

1) Tick the words/phrases you know. Then do the exercise in Language Summary 8 (p. 138).
   go for walks go fishing
   go sightseeing go shopping
   go to the beach go skiing
   go swimming go cycling
   go on boat trips sunbathe
   have picnics stay in a hotel
   stay with friends/family camp
   rent a car rent a bike
   travel by public transport
   go on holiday [US: go on vacation]

b) Work in pairs. Which of the things in 2a) do you usually do on holiday?

3) a) Make questions with these words.
   1 last/holiday/your/was/When?
   2 did/go/Where/you?
   3 Who/with/did/go/you?
   4 stay/you/did/Where?
   5 did/What/in the day/do/you?
   6 around/How/you/did/travel?
   7 have/you/a good time/Did?

b) Work in pairs. Take turns to ask and answer the questions about your last holiday.

Listening and Grammar
a) What do you know about San Francisco?

b) Work in pairs. Find these things in the photos.

Vocabulary Holiday activities
1) James is asking his friend, Rachel, about San Francisco. Listen and put photos A–D in order.

b) Work in pairs. Match activities 1–8 that Rachel talks about to these places – Golden Gate Park (G), Nob Hill (N) and Fisherman's Wharf (F).

1 go for long walks G 5 eat good seafood
2 go there by cable car N 6 walk from there to Chinatown
3 see street musicians 7 relax in the Japanese Tea Garden
4 see the whole city F 8 go from there to Alcatraz

c) Listen again and check your answers.
Can you go dancing late at night?

Yes, you can. There's a really good club called The Bronze.
**10 Mind and body**

**10A A healthy heart**

**QUICK REVIEW •••**

Work in groups. Tell other students one thing you: always, usually, often, sometimes, don’t often, hardly ever, never do at home.

**Vocabulary Health**

1) Tick the phrases you know. Then do the exercise in Language Summary 10 p.142.

- do exercise
- lose weight
- stop smoking
- get stressed
- get fit
- go to the gym
- have a heart attack
- eat fried food
- drink alcohol
- high/low in fat

b) Which of these phrases match a healthy or unhealthy lifestyle?

c) Work in groups. Do you think you have a healthy or an unhealthy lifestyle? Why?

**Reading and Grammar**

2) Work in pairs. Guess the answers to these questions. Don’t read the article.

1) Which disease kills more people in Britain: cancer or heart disease?
2) How many adults die of heart disease in Britain every hour?
3) Do women have more heart attacks than men?
4) Where do people have more heart attacks – the UK or Japan?
5) How many grams of salt is it good to eat every day?
6) How many portions of fruit and vegetables is it good to eat every day?
7) Is alcohol always bad for your heart?

b) Read the article and check your answers.

c) Read the article again and find four things that are good for your heart and four that are bad. Does anything in the article surprise you?
Help with Grammar: Imperatives

3 a) We often use imperatives to give very strong advice. Look at these sentences and answer the questions.

**Stop smoking.** Don’t eat a lot of salt.

1. Is the positive imperative the same as the infinitive?
2. How do we make the negative imperative?

b) Check in 610.1 p143.

4 a) Write five tips on how to get fit.

Use positive and negative imperatives.

Walk to work/school.
Don’t sit and watch TV every night.

b) Work in groups of three. Compare sentences and choose your top five tips. Tell the class what they are.

Help with Vocabulary: How often ... and frequency expressions

5 a) Look at the frequency expressions in bold in the article. Then fill in the gaps.

- as once / a day
- twice / a week
- three times / a month
- four times / a year

b) We use How often ...? to ask about frequency. Make questions with these words.

1. do / How often / go / you / to the theatre?
2. your brother / does / How often / phone you?
3. did / visit / you / your grandfather / How often?

c) Check in 110.2 p142.

6 a) Work in pairs. Ask your partner how often he/she does these things.

**How often do you eat red meat?**

- About twice a week
- three times a week
- once a month
- once a year

b) Who has a healthier lifestyle — you or your partner? Why?

Help with Grammar: should/shouldn’t

7 a) 610.1 Listen to Mr Taylor at the doctor’s. Is he healthy, do you think? Why? Why not?

b) Listen again and answer the questions.

1. How much does he weigh?
2. How often does he do exercise?
3. How often does he eat red meat?
4. When did he stop smoking?
5. How often does he drink alcohol?
6. What advice does the doctor give him?

Help with Grammar: should/shouldn’t

8 We use should and shouldn’t to give advice. Look at these sentences and choose the correct words in the rules. Then check in 610.2 p143.

You shouldn’t eat so much red meat.
And you should do more exercise.

- We use should to say something is a good/bad thing to do.
- We use shouldn’t to say something is a good/bad thing not to do.
- After should and shouldn’t we use the infinitive.

9 a) The doctor gave Mr Taylor more advice. Fill in the gaps with should or shouldn’t.

1. You *should* eat salad more often.
2. You *shouldn’t* eat so many pizzas.
3. You *should* go to a gym twice a week.
4. You *shouldn’t* get too stressed at work.
5. You *should* try to lose some weight.
6. You *should* walk to work every day.

b) 110.2 Listen and practise.

You should eat salad more often.

9 a) Check in 110.2 p142.

9 c) Write three more pieces of advice for Mr Taylor. Compare sentences in pairs.

Get ready ... Get it right!

10 Work in groups of three. Student A → p106.
Student B → p114. Student C → p120.

Follow the instructions.
**HEALTH PROBLEMS IN MY FAMILY**

1. Put the correct letter in each circle according to the pictures.
   a) Blocked nose. [c]
   b) Sore throat. [b]
   c) Earache. [e]
   d) Toothache. [d]
   e) Headache. [a]
   f) Watery eyes. [f]

2. Work in pairs. Complete the dialogue between Aldo and Monica, use the words from the box.

   should have / should visit / should drink / should buy / should go

**MONICA'S CHAT WITH FRIEND ALDO**

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Monica Delta: I feel bad, I have a terrible headache and a sore throat.
   What should I do?
Aldo Mariátegui: you(1) should go to the doctor, and you(2) should buy two pills in Inkafarma.
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Aldo Mariátegui: He(5) should rest, he works everyday.
Monica Delta: Thank you for your advice.
3. Work in pairs. Write a similar dialogue in exercise (2).

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Sandra: I feel bad, I have a terrible headache and a sore throat.
What should I do?
Pamela: you should go to the doctor,
and you should buy two pills in Inkaarma.
Pamela: .................................................................
Sandra: .................................................................

4. Give and advice for each situation.

COLUMN (A)
I feel bad, I have a terrible headache
COLUMN (B)
you should go to the doctor