

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 Rocío 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

2020
Dra. Leticia Zabaleta Gonzales
Presidenta
Turado Evaluador.

VI. METHODOLOGICAL STRATEGIES

AREA CAPACITY	STAGES	DIDATIC SEQUENCE	RESOURCES	EVALUATION			TIME
				Indicartos	Techniques	Instruments	
Text production: speaking Identify specific structures and vocabulary to give advice using and practicing a dialogue about illnesses.	I N P U T	Ss Put the correct letter in each circle according to the pictures. Ss practice the vocabulary presented in a choral repetition	Flashcards	Identify specific structures and vocabulary to give advice using and practicing a dialogue about illnesses.			15
	P R O C E S S	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.	Board Handout Markers	Guessing from a mimics Observation Inquiry Work in pairs	Observation guide Auxiliary register		20
	O U T P U T	Ss give and advice for each situation. T checks student's production and provides them feedback.					

1030

VII. BIBLIOGRAPHY

- + Chris, C. Redston & Gillie (2005) Face 2 Face Cambridge University Press.
- + Lee. L.(2000) Explorations Oxford University Press

- + **Methodological book**

Scrivener, J. (2005). Learning Teaching. Macmillan Publishers Limited 2005.

- + **Language Book**

Redston C. and Cunningham G. (2005). English FACE2FACE. Cambridge University Press.

- + **Web Page**

<http://www.wordreference.com>

*2020
Dra Leticia Zavaleta González
Presidenta Jurado Evaluador*



LEYSI KATHERINE LOZANO BRIONES

VIII. PHONETIC TRANSCRIPTION

1. Blocked nose. /kla:k noʊz /
2. Sore throat. /,sɔ:r 'θrəʊt/
3. Earache. /'ɪr.eɪk /
4. Toothache. /'tu:θ.eɪk /
5. Headache. /'hed.eɪk/
6. Watery eyes . /'wɑ:ɪ.tʃə aɪ /

IX. TYPE OF TEXT

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 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?

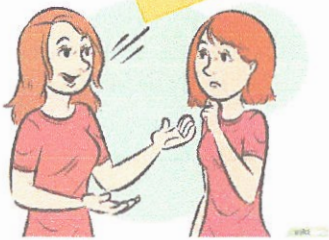
Sandra: I feel bad, I have a terrible headache and a sore throat.

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.

COLUMN (A)

COLUMN (B)

I feel bad, I have a terrible headache

you should go to the doctor



Don't forget



SHOULD

Examples

Positive	I should ... You should ... He should ...	I <u>should</u> get up early. You <u>should</u> sleep 7 hours. He <u>should</u> eat more vegetables.
Negative	I shouldn't ... You shouldn't ... He shouldn't ...	I <u>shouldn't</u> go to bed late. You <u>shouldn't</u> eat chocolate. He <u>shouldn't</u> drink coffee.
Question	Should I ...? Should you ...? Should he ...?	<u>Should</u> I go to the gym? <u>Should</u> you drink more water? <u>Should</u> he do sports?

Scrivener, J. (2005). *Learning Teaching*. Macmillan Publishers Limited 2005.
Jeremy, H. (2007) *How to teach english* Person Education Limited 2007.

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 | 16 use fully accurate grammar and vocabulary |
| 8 greet people | 17 use tenses |
| 9 plan what they will say | 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:

8 Let's go away

8A Holiday USA

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

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

2 a) Tick the words/phrases you know. Then do the exercise in Language Summary 8 **V8** p138.

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 ?
When was your last holiday?
- 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.

Vocabulary holiday activities
Grammar *can/can't* for possibility
Help with Listening *can/can't*
Review Past Simple



Listening and Grammar

4 a) What do you know about San Francisco?

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

a prison a cable car a bridge a park an island tourists boats

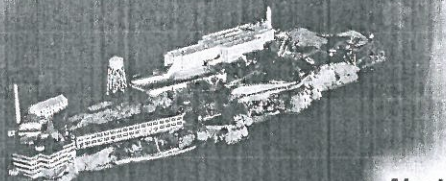
5 a) **RR1** James is asking his friend, Rachel, about San Francisco. Listen and put photos A–D in order.

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 F | 7 relax in the Japanese Tea Garden |
| 4 see the whole city G | 8 go from there to Alcatraz |

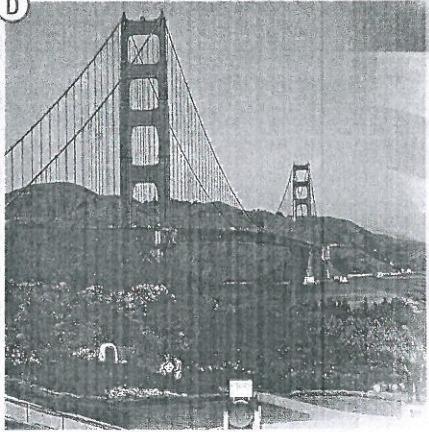
c) Listen again and check your answers.

C



Alcatraz

D



Golden Gate Bridge and Park

Help with Grammar

can/can't for possibility

6 a) Look at these sentences. Then complete the rules with *can* or *can't*.

You can go on a boat trip. (+)

You can't stay on the island. (-)

- We use to say that something is possible.
- We use to say that something isn't possible.

b) Look at the sentences in 6a) again. Complete the rules with *can* and *can't*.

- For positive sentences, we use: subject + *can* + infinitive.
- For negative sentences, we use: subject + *can't* + infinitive.
- and are the same for all subjects (*I, you, he, they, etc.*).

c) Make questions with the words in 1 and 2 and fill in the gaps in short answers 3 and 4.

QUESTIONS

- 1 do / What / there / you / can ?
- 2 stay / Can / on the island / you ?

SHORT ANSWERS

- 3 Yes, you
- 4 No, you

d) Check in p139.

Help with Listening *can/can't*

7 a) R8.2 Listen to these sentences. Notice how we say *can* and *can't*. Which is stressed?

You can /kən/ go by cable car.

You can't /kaɪnt/ stay on the island.

b) R8.3 Listen and tick the sentence you hear first.

- | | |
|------------------------------|-----------------------------|
| 1 a) You can go for walks. ✓ | b) You can't go for walks. |
| 2 a) You can go shopping. | b) You can't go shopping. ✓ |
| 3 a) You can go swimming. | b) You can't go swimming. ✓ |
| 4 a) You can stay there. | b) You can't stay there. |
| 5 a) You can rent a car. | b) You can't rent a car. |

c) R8.4 Look at R8.1, p153. Listen again and read. Notice the difference between *can* and *can't*.

8 R8.4 Listen and practise. Copy the strong and weak forms of *can*.

Can /kən/ you go swimming there?

Yes, you can /kən/.

No, you can't /kaɪnt/.

9 James also wants to visit Yellowstone Park in Wyoming, in the USA. Work in pairs. Student A → p108. Student B → p116. Follow the instructions.

Get ready for Speaking

10 a) Work in pairs. Choose a holiday place that you know, but your partner doesn't know. It can be in your country or another country.

b) Work on your own. Which of these activities can/can't you do in the place you chose?

- go dancing late at night
- go to the cinema after 11 p.m.
- watch films in English
- go shopping on Sundays
- go to football matches
- go out to eat at 2 a.m.
- travel by public transport after midnight
- go to museums

11 Work in pairs. Take turns to ask and answer questions about your holiday places. Use the phrases from 10b) and 2a). Give more information if possible.

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 a) Tick the phrases you know. Then do the exercise in Language Summary 10 V10.1 p142.

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 a) Work in pairs. Guess the answers to these questions. Don't read the article.

- Which disease kills more people in Britain: cancer or heart disease?
- How many adults die of heart disease in Britain every hour?
- Do women have more heart attacks than men?
- Where do people have more heart attacks – the UK or Japan?
- How many grams of salt is it good to eat every day?
- How many portions of fruit and vegetables is it good to eat every day?
- 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?

Vocabulary health; How often ...? and frequency expressions

Grammar imperatives; should/shouldn't

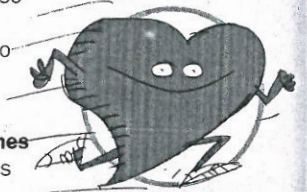
Review Present Simple questions

TOP TIPS FOR A HEALTHY HEART!

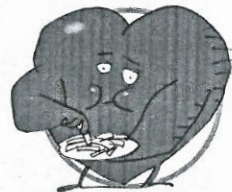
Heart disease kills more people in Britain than any other disease, including cancer. One adult dies every three minutes from heart disease and it's more common in men than women. Age is also important. 80% of people who die of heart attacks are 65 or older. And it's an amazing fact that five times more men die of heart disease in the UK than in Japan. But there are many things you can do to help your heart stay healthy. Here are our top tips for a healthy heart!



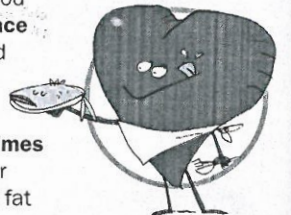
- Stop smoking. Everyone knows that cigarettes give you cancer, but they're also very bad for your heart. If you only do one thing to help your heart, do this!



- Do more exercise. Regular exercise (four times a week for 30 minutes) is very good for your heart.



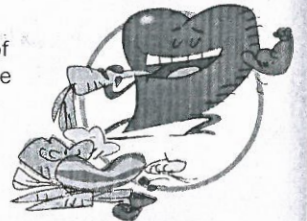
- Don't eat a lot of fried food and only eat red meat once a week. This type of food is bad for your heart because it's high in fat.



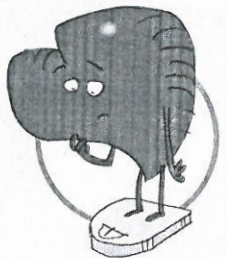
- Eat fish twice or three times a week. It's good for your heart because it's low in fat and high in Omega-3 oils.



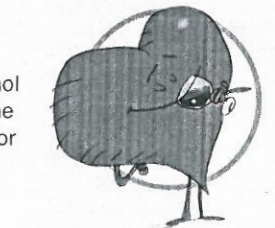
- Don't eat a lot of salt. We only need about 1g of salt a day — most people eat about 6g!



- Eat more fruit and vegetables (at least five portions a day).



- Lose some weight. Overweight people have more heart attacks!



- Don't drink a lot of alcohol — but a glass of red wine every day can be good for your heart.

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 **G10.1** 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.

once	a day	every	day
twice	a week		week
three times	a month		month
four times	a year		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 **V10.2** p142.

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

How often do you eat red meat?

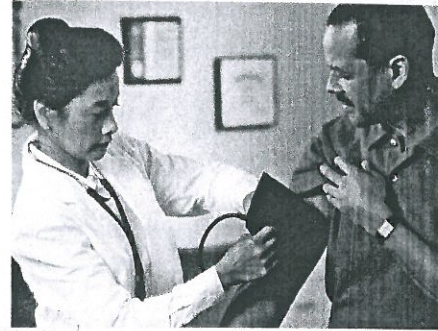
About twice a week.

- 1 eat red meat
- 2 do some exercise
- 3 get very stressed
- 4 go on holiday
- 5 eat fish
- 6 drink more than one glass of alcohol
- 7 have less than six hours' sleep

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

Listening and Grammar

7 a) **R10.1** 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 **G10.2** 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 to do.
- After *should* and *shouldn't* we use the *infinitive/infinitive with to*.

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) **R10.2 P** Listen and practise.

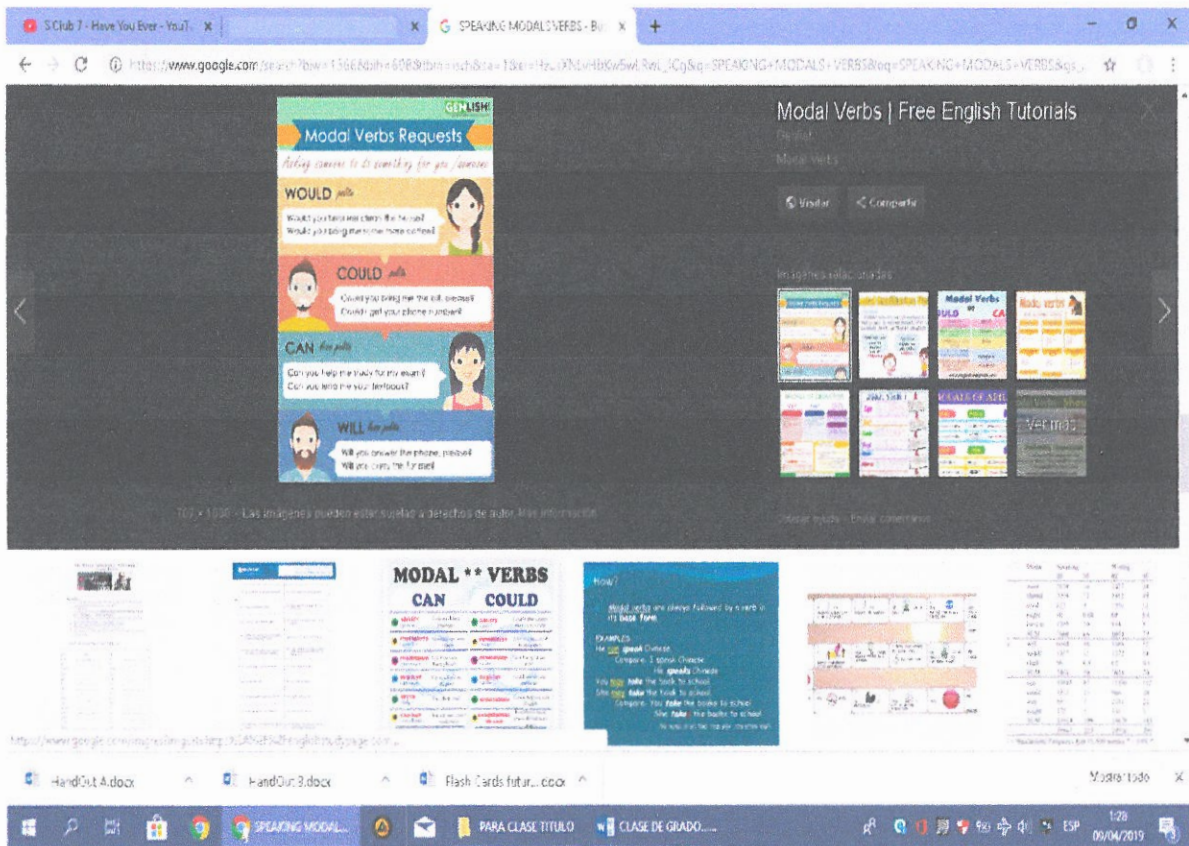
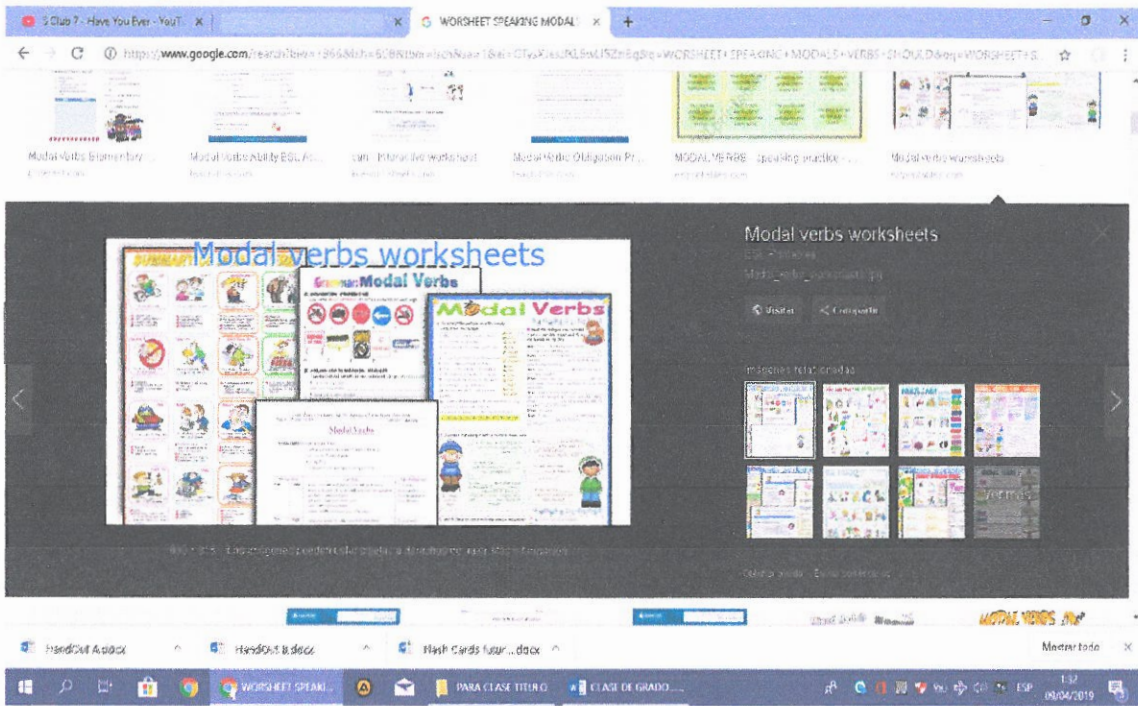
You should eat salad more often.

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.

WEB PAGE

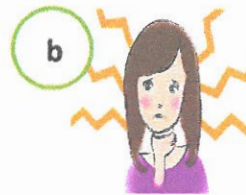
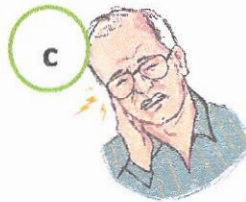


ANSWER SHEET

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 have / 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) should go to the doctor,
and you(2) should buy two pills in Inkafarma.

Monica Delta: My mother has a blocked nose
and Watery eyes. What should she do?

Aldo Mariátegui: She(3) should drink eucalyptus tea.

Monica Delta: My father has a toothache. What should he do?

Aldo Mariátegui: He (4) should visit Multident Clinic and how is your brother Victor?

Monica Delta: He is not ok, he has an earache.

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).

Pamela : how do you feel?

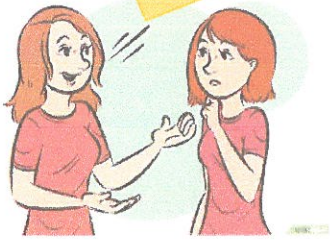
Sandra: I feel bad, I have a terrible headache and a sore throat.

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.

COLUMN (A)

COLUMN (B)

I feel bad, I have a
terrible headache

you should go to
the doctor

