
Unidad 4: Salud y bienestar

Unit overview

Through the reading of articles and stories students will learn about different health issues.

Students will review and learn vocabulary related to health and well being. The vocabulary will be presented and studied using different strategies. A list of basic vocabulary will be given at the beginning of the unit and students will practice it in sentences, the teacher will also introduce different class strategies to help student remember the vocabulary (pair work, games). Vocabulary will also be used in context in the different texts throughout the unit. Students are also expected to be able to use it in different activities (discussions, oral presentations, compositions and any other activities throughout the unit).

Students will be given a review of the present of subjunctive, and how to use them in different situations and contexts in a communicative approach.

Unit 4: Lesson one: Vocabulario de la unidad

Objective(s), skills attained & motivation: Students will review and be introduced new vocabulary related to the topic of this lesson. Afterwards students will demonstrate gains in vocabulary and the ability to use it in context and to recognize words that belong to the same lexical family.

Starter Activity: The teacher writes the name of the unit on the board and students brainstorm.

Homework: Students should start reviewing the old vocabulary and learning the new words so they can be prepared to use it in the discussions and the compositions that will take place in the following days.

Materials list: A dictionary, student worksheet 4:1, activities 1,2 , class notes 1:1a, 1:1b (same as unit 1 as it is the same kind of exercise)

Procedure: Students read the new words and their definitions and find the word in English. Then, in pairs they test each other to see how many words they can remember. At the end as a whole group you can repeat the same procedure to see how much students can remember. They should then proceed to do the vocabulary exercises.

A good game to practice the vocabulary is *iBasta!*. This game consists in giving student different Categories, for example: animals, verbs, cities, food and then giving them a letter and they have to find a word that starts with that letter for all of the different categories.

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Teaching strategy: Before doing the second exercise the teacher will ask the students if they know what “*familias de palabras*” are. Some students might risk giving a definition or even an example, and then the whole class might discuss it. If not, the teacher might want to explain that “*familias de palabras*” are words that have the same meaning, but a different category, for example *cantar* is a verb, and *cantante* is a noun, both have they same stem, which means that they have the same field of meaning.

It is important to train students in this technique as the more vocabulary they know or they are able to guess in context, the easier it will be for them to understand the meaning of a particular text in the IB exam.

Before starting doing the first exercise the teacher can explain to the students that a good way to start the activity is trying to identify the kind of word that is needed for each sentence (a noun, a verb, and adjective). That narrows down the choices from the vocabulary list and makes it easier for the student to find the word. The teacher also should mention to the student that the words might have to be changed, for example verbs might have to be conjugated, adjectives have to have the right gender and number, and nouns might have to be changed into the plural form.

Unit 4: Lesson two: Reading: Pilates, yoga, tai chi.. ¿qué une y qué diferencia a todas estas prácticas orientales?

Objective(s), skills attained & motivation: Students will be presented with a reading comprehension activity. They will learn about how these disciplines can help them have a better life.

Starter Activity: Students will orally do the activity *Antes de leer*. They will share their knowledge about these sports and their benefits.

Materials list: A dictionary, student worksheet 4:2, activity 1.

Procedure: Students read the text and then proceed to do the reading comprehension exercises. Students are encouraged to guess the words from the context and not use a dictionary for every single word that they do not understand.

Students can do this activity in pairs if they feel more comfortable doing it that way.

Teaching strategy: In small groups they share what they know about Pilates, yoga and tai chi, including origin, benefits, techniques etc. Then students proceed to do the reading comprehension exercises.

Homework: Students should review the old vocabulary and learn the new words so they can be prepared to use it in the discussions and the compositions that will take place in the following days.

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Unit 4: Lesson three: Discussion and sharing

Objective(s), skills attained & motivation: Students will review the content of the text that they read the previous class and engage in a discussion about the topic. They will compare situations of stress in modern world with the past and draw conclusion, giving recommendations in how to avoid stress and the benefits of a stress free life.

Procedure: Students brainstorm in small groups, paying attention to the use of correct structures and the use of vocabulary related to the topic. Then they share with the rest of the class their opinions and conclusions that they have reached.

Teaching strategy: Once the students start sharing their opinions with the class, the teacher might want to take notes and then ask the particular student to clarify or explain a particular topic or ask the rest of the class about their opinions. This will help keep everybody interested and on task and it will make the activity more interactive.

Homework: Students can be asked to summarize their opinions in writing for next class. Again, the teacher should emphasize in the correct use of structures and vocabulary.

Unit 4: Lesson four: Reading: *Dime como fumas...*

Objective(s), skills attained & motivation: Students will be presented with a reading comprehension activity. They will learn about different strategies to help give up smoking

Starter Activity: Students will orally do the activity *Antes de leer*. They will share their experiences about smoking and the difficulties that people have when they smoke and when they try to give it up.

Materials list: A dictionary.

Procedure: Students read the text and then proceed to do the reading comprehension exercises. Students are encouraged to guess the words from the context and not use a dictionary for every single word that they do not understand. Students can do this activity in pairs if they feel more comfortable doing it that way.

Teaching strategy: The teacher can ask students what they think are the missing questions for exercise 1 without looking at them. Afterwards they might look at the possible questions comparing them with their own to know if they guess correctly and then proceed to do the exercises.

Homework: Students should start reviewing the old vocabulary and learning the new words so they can be prepared to use it in the discussions and the compositions that will take place in the following days.

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Unit 4: Lesson five: Composition

Objective(s), skills attained & motivation: Students will write a composition with the title: “Derechos de los fumadores y derechos de los no fumadores, un conflicto irresoluble”. The teacher should advise them that the format, structures and vocabulary must be consistent with the topic.

Procedure: Students write a first draft of the composition. The teacher reviews it and then students finish it for homework.

Homework: Students will finish the composition for homework.

Unit 4: Lesson six and seven: Review structure: *el presente del subjuntivo*

Objective(s), skills attained & motivation: Students will review the present tense of the subjunctive voice, when to use it and to structure the present subjunctive form of the verb.

Materials list: A dictionary, student worksheet 4:7, activities 1,2, class notes 4:7a, 4:7b,4:7c, 4:7d, 4:7e, 4:7f,4:7g, 4:7h.

Starter Activity: The teacher might want to start this giving some recommendations to students about a particular topic. As the last topic was smoking, this could be used as a bridge topic, to open the conversation.

Procedure: Students are given some examples of recommendations and encouraged to produce some themselves. Then the teacher explains and clarifies the structure using the Class Notes. Then they proceed to do the exercises.

Teaching strategy: Depending on the time and skills of students a good strategy might be to divide the class in groups and have students review their knowledge of the structure, the endings and the use of it and share it with the rest of the class before the teacher shows the Power Point.

Homework: Students review the use and formation of the structure for homework. The teacher might tell them to write some sentences in the command form for practice.

Study for a quiz on *el subjuntivo*.

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Unit 4: Lesson eight: Quiz on : *el subjuntivo*

Review written project: “*Derechos de los fumadores y derechos de los no fumadores, un conflicto irresoluble*”

Objective(s), skills attained & motivation: Students will demonstrate their gains in the use on *el subjuntivo*. The written project is handed back and a discussion is open about the challenges and successes of the activity.

Procedure: A discussion is open about the written project. The teacher points out what the problems might have been and gives suggestions on how to improve the written work. These suggestions might be in the correct use of vocabulary, structure, format, depending on what the students’ mistakes originally were. Students might ask for clarification on specific points.

Unit 4: Lesson nine: Reading: *Broncearse, pero con cuidado*

Objective(s), skills attained & motivation: Students will be presented with a reading comprehension activity. They will learn about the risks of sunbathing and how they can do it without harming their health.

Materials list: A dictionary, student worksheet 4:4, activities *Antes de leer* 1.

Procedure: Students read the text and then proceed to do the reading comprehension exercises. Students are encouraged to guess the words from the context and not use a dictionary for every single word that they do not understand.

Students can do this activity in pairs if they feel more comfortable doing it that way.

Homework: Students should start reviewing the old vocabulary and learning the new words so they can be prepared to use it in the discussions and the compositions that will take place in the following days.

Unit 4: Lesson ten: Reading: *Pastis & Coca*

Objective(s), skills attained & motivation: Students will be presented with a reading comprehension activity. They will learn about the risks of consuming drugs.

Materials list: A dictionary, student worksheet 4:5, activity 1

Procedure: Students read the text and then proceed to do the reading comprehension exercises. Students are encouraged to guess the words from the context and not use a dictionary for every single word that they do not understand.

Students can do this activity in pairs if they feel more comfortable doing it that way.

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Teaching strategy: The teacher might want to explain students that the first thing to do is identify the kind of word that they are looking for, if the word given is a noun they will be looking for a noun, if it is an adjective, it will be an adjective etc. This will help students find the correct answer as it narrows down the possibilities.

Homework: Students should start reviewing the old vocabulary and learning the new words so they can be prepared to use it in the discussions and the compositions that will take place in the following days.

Unit 4: Lesson eleven: Discussion and sharing

Objective(s), skills attained & motivation: Students will review the content of the text that they read the previous class and engage in a discussion about the topic. They will talk about how drugs affect our lives and they lives of people around us, they will discuss about the consequences for our health, and how we can help somebody who has an addiction.

Procedure: Students brainstorm in small groups, paying attention to the use of correct structures and the use of vocabulary related to the topic. Then they share with the rest of the class their opinions and conclusions that they have reached.

Teaching strategy: Once the students start sharing their opinions with the class, the teacher might want to take notes and then ask the particular student to clarify or explain a particular topic or ask the rest of the class about their opinions. This will help keep everybody interested and on task and it will make the activity more interactive as well as being a good practice for the IB exam..

Homework: Study for a vocabulary quiz. This vocabulary includes the vocabulary list at the beginning of the unit, and also the vocabulary exercises throughout the unit.

Unit 4: Lesson twelve and thirteen: Vocabulary quiz Composition

Objective(s), skills attained & motivation: Students will write a composition about legalization of drugs. The teacher should advise them that the format, structures and vocabulary must be consistent with the topic.

Procedure: Students write a first draft of the composition. The teacher reviews it and then students finish it for homework.

Homework: Students will finish the composition for homework for lesson fourteen.

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Unit 4: Lesson fourteen: Reading: Merendar sí, engordar no

Objective(s), skills attained & motivation: Students will be presented with a reading comprehension activity. They will learn about the benefits of taking snacks during the day.

Starter Activity: The teacher writes the reading on the board and students brainstorm.

Materials list: A dictionary.

Procedure: Students read the text and then proceed to do the reading comprehension exercises. Students are encouraged to guess the words from the context and not use a dictionary for every single word that they do not understand.

Students can do this activity in pairs if they feel more comfortable doing it that way.

Homework: Prepare for a reading comprehension quiz.

Unit 4: Lesson fifteen: Reading comprehension quiz.

Unit 4: Lesson sixteen: Wrap up of the lesson

Objective(s), skills attained & motivation: The teacher will wrap up the lesson by giving an overview of the topics, grammar and structures seen throughout the lesson, so students can prepare for the next day composition quiz.

Procedure: The teacher will have students in pairs write on the topics studied in the unit and write related vocabulary. They can also write a small paragraph explaining what the topic is about and their personal opinions. If time allows, some students may express them aloud.

Teaching strategy: The teacher might assign a particular topic related to the lesson to each pair/group of students and ask them to prepare a short report for the class. Students should use the vocabulary and structures learnt throughout the lesson so it helps to review for the composition quiz as well as give them an overview of the lesson that can be used later on to do a general review before the IB exam.

Homework: Prepare for composition quiz (think about vocabulary, structures and format).

Unit 4: Lesson seventeen: Composition quiz

Objective(s), skills attained & motivation: Students will demonstrate the knowledge about health issues, their gains in vocabulary and the ability to use different kinds of structures and formats depending on the piece of writing that they choose.