

FORMATO DE PLAN DE CLASE

Número del plan de clase:

Nombre de la institución: Instituto de Idiomas Learn English

Nombre del profesor titular del curso: Ana Maria Ramirez Lopez

Nombre del practicante: Ana Maria Ramirez Lopez

Nivel: Adv 1 - B1+

Fecha: 23/09/2024 - 24/09/2024 - 25/09/2024

Tema: Sports and health

1. Objetivos específicos (objetivos de aprendizaje e indicadores de logro)

- Holds conversations by expressing obligations or giving advices

2. Contenidos (contenidos comunicativos, contenidos lingüísticos y contenidos culturales; se pueden presentar en una tabla)

Contenidos Gramaticales	Contenidos Lexicales	Contenidos Fonológicos
Modals of obligation and advice	Health	Sentence stress

3. Metodología (Actividades y estrategias didácticas que se desarrollarán durante la clase)

24/09/2024		
Tiempo	Actividad	Descripcion Actividad
20min	Intro	The students will fill out a word search that contains vocabulary related to illnesses or pains. Once they finish, I will assign each student one of those words to describe the symptoms or what it is without mentioning the word itself, and their classmates will have to guess which one it is

		Word Search B P S C N O S E B L E E D A F C S G R H D T S T R E S S E D U R Q U T Q O K D F O R T H C A Q Y X I E T X B K B X T E M P E R A T U R E R F A U E A H E A D A C H E N R M B H L O R A C K N C Z M C Q T I A T W U U Y N K K J W O G K M H W H R M W R C Q E C A S Z L C O R S A H R O S T K K D D C U A D I C F D O C G O J S Z Q X Z H E A R A C H E Y R H B A O W F N L E F C O U G H B Z M E E S T S B Z T O O T H A C H E Q U I V X R G E P Find the following words in the puzzle. Words are hidden → ↓ and ↘ . <table style="width: 100%; border: none;"> <tr> <td style="vertical-align: top;"> BACKACHE BROKE BURNED COLD COUGH CUT </td> <td style="vertical-align: top;"> EARACHE FLU HEADACHE HURTS NOSEBLEED SORE </td> <td style="vertical-align: top;"> STOMACHACHE STRESSED TEMPERATURE THROAT TOOTHACHE </td> </tr> </table> Created using Word Search Generator on Super Teacher Worksheets (www.superteacherworksheets.com)	BACKACHE BROKE BURNED COLD COUGH CUT	EARACHE FLU HEADACHE HURTS NOSEBLEED SORE	STOMACHACHE STRESSED TEMPERATURE THROAT TOOTHACHE
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5min	Modeling	When I have a headache, what do I have to do? First, I must take a pill (painkiller) because my headache is so strong. Then, I have to avoid loud sounds and the sun. But I don't have to take an antibiotic because I don't need to kill a bacteria.			
30min	Repro	Using the same words from the game, I will start asking students about what they must do, what other things they have to do that are less important, and what they sdon't have to do. Also, I'll ask them to give recommendations to someone who is going through that situation. After asking these questions, the students will share what has been the most difficult moment they've experienced regarding their health and tell that experience.			
10min	Break				
40min	Table Talk	The students will do a roundtable where they will answer the following questions and generate a discussion based on their answers: - What does a healthy life mean to you, and			

		what aspects does it include? - What habits should we adopt to maintain a healthy life? - What long-term consequences might we face if we don't adopt these habits? - When you were children, what did your family tell you not to do because something bad might happen? For example, don't walk barefoot because you would get sick, or don't go out at night without a jacket because the night air is harmful. - What advice did you receive when you were children to do as adults?
10min	Break	
50 min	Con. Prac	The teacher will show on the TV page 24, unit 8CD of the PDF where the course topics are. The lesson will begin by explaining the situations in which we use the topic. After that, the students will be asked to read only the examples provided in the PDF. On the board, I will write an example of an affirmative, negative, and interrogative sentence. Following that, any doubts the students have will be answered, and they will be asked to orally provide their own example using the topic. Once everyone has given their examples, the students will be asked to open their platform, where they will complete a grammar exercise, a vocabulary exercise, and a listening exercise. Each exercise will be done as follows: The teacher will say the exercise to do, give time to complete it, and then the class share the answers together.

		8C Modals of obligation and advice 8.13 You have to take off your shoes before you go into the temple. Visitors must park only in the visitor parking lot. We don't have to work today. It's Saturday. You can't give chocolate to the dog. It's very bad for him. I had to go to the doctor because I was having stomach pains. You should have a more balanced diet. have to and must We generally use <i>have to</i> to talk about obligation and rules. In written rules, and in very strong statements, we can also use <i>must</i>. <i>I have to drive to the station because my wife's waiting for me.</i> <i>You have to buy a ticket before you leave the parking lot.</i> <i>You have to/must take your passport with you when you travel abroad.</i> We normally don't use <i>must</i> in conversation unless the obligation is very strong. <i>You must see a doctor immediately!</i> There is no past or future form of <i>must</i>, and we don't usually use <i>must</i> in questions. In these cases, we use a form of <i>have to</i> instead. <i>Yesterday I had to work until 8 p.m.</i> <i>He'll have to find a job when he finishes college next year.</i> <i>Do we have to do all the exercises or just the first one?</i> don't have to or can't? <i>Don't have to</i> and <i>can't</i> have very different meanings. We use <i>don't have to</i> to say that something isn't necessary. <i>You don't have to pay to go by bus. Public transportation is free on Sundays.</i> We use <i>can't</i> to say something is prohibited. <i>You can't speak during the exam.</i> Look! In spoken English, we can use <i>can't</i> or <i>not allowed to</i> to say that something isn't permitted because of a rule or a law. In written English, we use <i>not allowed to</i>. <i>You can't take photos inside the art gallery (spoken).</i> <i>Visitors aren't allowed to take photos inside the art gallery (spoken or written).</i> should/shouldn't We use <i>should</i> to give advice and recommendations or to say if we think that something is a good idea or a bad idea. <i>You should go to the gym two or three times a week.</i> <i>You shouldn't eat so much fast food.</i> 1 Choose the correct options to complete the sentences. - It's after midnight. I think you <i>can / should</i> go home by taxi. - I'm sorry I'm late. I <i>should / had to</i> take my sister to the airport. - I haven't seen Helen for ages. I <i>can / have to</i> call her soon to catch up. - You <i>can't / don't have to</i> come to the supermarket with me. I can go by myself. - I <i>don't have to / can't</i> go to work early today because my first meeting starts at 11 a.m. - You <i>shouldn't / have to</i> eat so fast – it's bad for your digestion. - You <i>don't have to / can't</i> park your car in front of that garage. - We <i>don't have to / can't</i> drive downtown. There's a very convenient bus. - My children <i>have to / can</i> wear a school uniform. - All arriving passengers <i>must / can have</i> their passports ready. 2 Complete the second sentences with the correct form of <i>have to</i>, <i>can</i>, or <i>should</i> so they have the same meaning as the first sentences. There may be more than one answer. - It's not necessary to hurry – there's plenty of time. We _____ to hurry – there's plenty of time. - You aren't allowed to use your phone in the library. You _____ use your phone in the library. - It's not a good idea to drink coffee before you go to bed. You _____ drink coffee before you go to bed. - It will be necessary to stay at the airport hotel because we have an early flight. We _____ stay at the airport hotel because we have an early flight. - I think it's really important for me to visit Grandma tomorrow because it's her birthday. I really _____ visit Grandma tomorrow because it's her birthday. - I think it's a good idea for us to buy a bigger car. We _____ buy a bigger car. - You aren't allowed to ride a motorcycle without a helmet. You _____ ride a motorcycle without a helmet. - Last week, it was necessary for me to go to the hospital for a check-up. Last week I _____ go to the hospital for a check-up. - I think it's really important for us to invite Bill and Donna for dinner soon. We really _____ invite Bill and Donna for dinner soon.
10min	Break	
50min	Speaking	Students will do a role-play. They'll imagine that they're at a doctor's appointment because they have bad habits and the doctor will tell them what to do. While they're speaking, they'll have to use all the modals of obligation and advice seen. Additionally, each student will have to play both roles.
25/09/2024		
50 min	Writing	Imagine that you have the opportunity to speak with your child version, what advice do you give her/him? This is based on the idea that advice is not only relevant in the field of health but in all aspects of life. Advice holds significant value as it allows people to learn from past experiences and guides future growth and decisions. Through this exercise, students are invited to reflect on how the decisions and lessons learned over the years have influenced their personal development. Considering the Conclusion stage of the Gibbs model, the task encourages students to think about what they would have liked to learn or what advice they wish they had received when they were children.

4. Materiales y recursos (Describir los materiales que serán utilizados por usted y sus alumnos al igual que recursos tales como grabadora, video beam, computador, etc.)

- Paper
- Computer
- TV
- Board
- Marker

5. Evaluación (Instrumentos o criterios para valorar el cumplimiento de los objetivos planteados para la clase)