

Unit 9 La salud

About the unit

In this unit pupils learn to talk and write about feeling well and unwell and to give simple advice about medical matters. They read and write about maintaining a healthy routine and lifestyle.

New language content:

- parts of the body
- structure with *doler*
- further expressions with *tener*
- structures using *(no) deber*, *(no) hay que*, *(no) tener que* + infinitive

New contexts:

- ailments, illnesses and remedies
- visiting the doctor, chemist or dentist
- healthy lifestyle

Alternative contexts: food and drink.

This unit is expected to take 12–15 hours.

Where the unit fits in

This unit refers back to previous work on food and drink and allows students to develop their understanding and productive skills in a wider context. It also anticipates the general development of pupils' abilities to express their views and opinions on a range of issues that will affect their lives as teenagers. It offers pupils the opportunity to develop reading and information-gathering skills using authentic materials and to present their findings to their peers in both written and spoken form.

Expectations

At the end of this unit

most pupils will: talk about common ailments and symptoms, using a range of expressions; seek advice about remedies; talk, write and understand about aspects of a healthy lifestyle, using new and familiar language from this and other units

some pupils will not have made so much progress and will: talk simply about common ailments and symptoms, and perform simple role plays, such as buying from the chemist; read, write and understand simple sentences on the theme of a healthy lifestyle, with help and support such as a writing frame

some pupils will have progressed further and will: work with more complex authentic materials, read and understand articles from authentic sources or instructions from medical products; devise a questionnaire on healthy lifestyles or produce an advice column for a teenage magazine

Prior learning

It is helpful if pupils already know:

- radical-changing verbs
- all persons of *tener*
- positive commands
- constructions with *gustar*, *interesar*, *preferir*
- vocabulary of sporting and other healthy activities
- vocabulary of food and drink
- time-related words
- daily routines

Resources

Resources include:

- teenage magazines
- authentic articles and recipes
- advertisements
- access to the internet as a source of authentic written material
- access to e-mail
- PCs and text-manipulation software

Out-of-school learning

- Pupils prepare a series of questions asking what others like to eat and drink and what sports they do. They e-mail this to their link school in Spain or Latin America and use the replies to inform their end-of-unit activities. If there is no link school, the questionnaire could be sent to another class in the same or a nearby school. Pupils could use the questionnaire from unit 8 'La comida', section 3 to help them write their own questionnaire.
- Pupils could research a sports personality from any Spanish-speaking country.

Future learning

The unit looks forward to further work on expressing opinions and feelings about trends and lifestyles in fashion and clothes in unit 10 'De compras', on time (how long) in unit 15 'Nuestros proyectos', and on the use of the negative imperative in unit 16 'Nuestro medio ambiente'.

Learning objectives

Pupils should learn:

Possible teaching activities**Learning outcomes**

Pupils:

Points to note**1**

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| <ul style="list-style-type: none"> to name the parts of the body | <ul style="list-style-type: none"> Caricatures as well as photographs can be scanned and cut into jigsaws and used on an OHP to teach the parts of the body. Emphasise correct pronunciation when teaching new vocabulary. | <ul style="list-style-type: none"> name the main parts of the body | <ul style="list-style-type: none"> Photographs or caricatures of famous people can be used for 'photofit identity' games. |
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| <ul style="list-style-type: none"> to use the verb <i>doler</i> (<i>ue</i>) with parts of the body | <ul style="list-style-type: none"> Introduce the verb <i>doler</i> (<i>ue</i>) and parts of the body. Pupils play a game, miming and guessing single symptoms and using statements to describe them, eg <i>Te duele la cabeza</i>. | <ul style="list-style-type: none"> describe their symptoms | <ul style="list-style-type: none"> Remind pupils of similar constructions using <i>gustar</i> and <i>interesar</i>. The association of physical gestures and statements can help pupils to remember new language. |
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| <ul style="list-style-type: none"> to ask and answer questions in relation to their aches and pains | <ul style="list-style-type: none"> Vary the use of language by using <i>tengo dolor de</i> + noun and extending it to all persons. Ask about the symptom, eg <i>¿Te duele la garganta? ¿Tienes dolor de garganta?</i> ▲ Extend the question to cover how long they have been suffering <i>¿(Desde) hace cuánto tiempo?</i> Provide pupils with prompt cards using expressions of time where required. | <ul style="list-style-type: none"> ask and respond to questions about feeling unwell ▲ say how long they have had symptoms, using expressions of time | <ul style="list-style-type: none"> Pupils' injuries and illnesses can provide a natural context for practising or introducing expressions related to health. |
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| <ul style="list-style-type: none"> to give and understand commands in the positive form to advise others how to live a healthy life | <ul style="list-style-type: none"> Pupils engage in role play in a range of scenarios at the chemist, doctor and/or dentist using pair and group work and prompts, according to their level of ability. Practise both formal and informal forms of positive commands: <i>toma/tome usted, bebe/beba usted</i> and <i>dame/deme por favor</i>. ▲ Pupils use dictionaries to research a wider range of vocabulary relating to ailments. | <ul style="list-style-type: none"> give and understand simple, positive instructions engage in role play of up to three scenarios presented orally, using a prompt or from memory | <ul style="list-style-type: none"> Differentiation by support in role play: mixed ability pairings may have one pupil using a prompt, the other not. Role play, especially improvisation, can be funny! This activity lends itself to video. Remind pupils about giving positive commands from unit 1 '¡Hola!' on classroom instructions, unit 5 'En el pueblo' on giving directions and unit 8 'La comida' on instructions in recipes. A further related activity can be found in <i>Optional Tests and Tasks 4.5</i>. |
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Any activities marked ▲ might be better suited to higher-attaining pupils

Pupils should learn:

Pupils:

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| <ul style="list-style-type: none"> • how to use modal verbs impersonally in giving both positive and negative advice | <ul style="list-style-type: none"> • Develop the scenarios in the previous section from simple language to include advice offered to remedy the situation. Use positive commands then <i>(no) hay que</i>, <i>(no) debes</i>, ▲ <i>(no) se debe/(no) tienes que</i>, <i>(no) se tiene que</i> + infinitive. • Pupils draw a labelled illustration of a single thing not to do when maintaining a healthy lifestyle. Pupils write advice to others in simple terms, including what to do or not to do when maintaining a healthy lifestyle. | <ul style="list-style-type: none"> • say and write simple positive imperative expressions in the context of health • use positive and negative expressions in modal form <i>(no) debes</i> + infinitive
▲ <i>(no) se debe</i> + infinitive | <ul style="list-style-type: none"> • Introduce regular negative commands, if appropriate, or leave until unit 16 'Nuestro medio ambiente'. |
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| <ul style="list-style-type: none"> • to listen carefully for gist and detail when considering issues related to health | <ul style="list-style-type: none"> • Pupils listen to people describing the kinds of activities they do to keep fit and fill in a grid. Revise adverbs of time and frequency from unit 3 'El horario' and unit 4 'En casa' and introduce more adverbial phrases such as <i>Dos veces por semana</i>. This provides an opportunity to revise many of the verbs already learnt.
▲ Extend to include the use of the immediate future tense. | <ul style="list-style-type: none"> • recognise activities spoken at near-normal speed | <ul style="list-style-type: none"> • The same listening text can be used for pupils of different levels of ability. The task can be differentiated by the amount of information required. Pupils can be asked to note activities, frequency, location and other details. |
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| <ul style="list-style-type: none"> • to skim and scan texts for information on a healthy lifestyle | <ul style="list-style-type: none"> • Pupils read authentic texts or extracts from texts on healthy lifestyles and on the subject of healthy diet to glean information and for comprehension. They note main points and details. Emphasise that they should concentrate firstly on what they understand and recognise. This will then help them to try to make sense of unfamiliar language.
▲ Pupils download articles from an appropriate website and summarise information using appropriate reference materials. | <ul style="list-style-type: none"> • understand a range of expressions related to healthy food and drink
▲ demonstrate the ability to acquire and apply language in new contexts with accuracy | <ul style="list-style-type: none"> • This activity provides opportunities to revise previously used texts on daily routine, etc and to extend learning in a variety of contexts. • Pupils can compare lifestyles. |
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Any activities marked ▲ might be better suited to higher-attaining pupils

Pupils should learn:

Pupils:

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| <ul style="list-style-type: none"> to apply their knowledge in productive as well as receptive contexts | <ul style="list-style-type: none"> Possible writing tasks – pupils could: <ul style="list-style-type: none"> produce a presentation of healthy and unhealthy foods using, as far as possible, examples from the Spanish-speaking world from section 7 or researched as part of their out-of-school learning in unit 8 ‘La comida’ choose a famous person, eg a sports star or model, and speculate as to their diet invent a character, giving a physical description (with emphasis on build) and describe the person’s diet imaginatively | <ul style="list-style-type: none"> use language inventively and with imagination | <ul style="list-style-type: none"> For the first suggested writing task, the amount of language included in these presentations will vary according to the level of ability, but language should remain the main point; excessive artwork should be avoided in lesson time. Teachers should liaise again with the food technology department to avoid duplication of tasks. When describing a diet, as for the second and third tasks, some pupils will write a paragraph and others may label a photograph with phrases such as <i>Carne para músculos enormes</i>. |
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End-of-unit activities

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| <ul style="list-style-type: none"> to apply the knowledge, skills and understanding learnt in this unit | <ul style="list-style-type: none"> Using information from the texts studied, pupils produce a range of written responses to the issue of comparative lifestyles. Pupils produce a poster of healthy and unhealthy activities. This could be an opportunity to use ICT-based presentation skills, eg importing graphics, using appropriate fonts and font sizes. The use of ICT will help them to redraft their work to improve its accuracy as well as its presentation. Pupils write a short description of their lifestyle, to include diet and exercise. ▲ Pupils compare their lifestyle with that, for example, of pupils in a Latin American country. | <ul style="list-style-type: none"> understand and use a range of language to describe their own lifestyle and compare it with that of others adapt language to suit different audiences | <ul style="list-style-type: none"> In order to obtain more information on diet and exercise matters, exchange e-mail messages with a link school. Pupils will be familiar with text features of posters from their work in English. For the third activity pupils could draft their own descriptions using model descriptions saved in a text-manipulation programme that would allow them different ways of working with the same text, eg spelling, filling gaps, predicting, rearranging. Teachers may want to combine this unit with the healthy food aspect of unit 8 ‘La comida’ to set up the end-of-unit activities. This would help to reinforce pupils’ knowledge of the language acquired in the previous unit. A further related activity can be found in <i>Optional Tests and Tasks 4.4</i>. |
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Any activities marked ▲ might be better suited to higher-attaining pupils