

Secuencia didáctica n.º 4

Dieta saludable

Sobre esta secuencia

- ✓ **Tema:** los hábitos alimentarios.
- ✓ **Subtema:** alimentación saludable.
- ✓ **Introducción a la secuencia:** los estudiantes describirán y evaluarán sus hábitos alimentarios.
- ✓ **Objetivo:** realizar una activación léxica y gramatical, y emplear recursos para evaluar hábitos y dar consejos.
- ✓ **Destrezas implicadas:** comprensión y expresión orales y escritas.
- ✓ **Competencias activadas:** léxicas y gramaticales.

- **Antes de empezar.** En la primera actividad, los estudiantes verán un video que servirá de disparador del tema. Luego, leerán una lista de hábitos saludables y conversarán sobre cuáles son parte de sus rutinas y cuáles no. A continuación, se les pide que los ordenen, comenzando por el que consideren más importante. Algunos de los consejos son generales, se puede pedir a los estudiantes que den ejemplos concretos de cómo practicarlos. También se puede profundizar sobre el tema pidiendo a los estudiantes que fundamenten la importancia de cada consejo para ellos, las dificultades en practicarlos, etcétera.
- **Observar y comprender.** Las distintas actividades de la serie de recursos giran en torno a una publicación con información y consejos para una alimentación balanceada desarrollada por la International Food Information Council Foundation. En primer lugar, los alumnos explorarán el recurso por su cuenta; se les puede preguntar qué clase de información hay disponible a partir de lo que pueden ver en títulos, subtítulos y leyendas de las imágenes. Luego, se proponen cinco preguntas, para que extraigan información del texto, que están orientadas a que reconozcan los diferentes grupos alimenticios y den ejemplos de cómo incluir o evitar ciertos alimentos. En la siguiente tarea deberán buscar, en el texto, ejemplos sobre cómo poner en práctica las tres reglas generales que sugiere el recurso para una buena alimentación. Buscamos aquí que los estudiantes lean el texto con la finalidad específica de conseguir información que puedan reformular en español manteniendo el sentido: es desaconsejable buscar comprender todas las palabras del texto en este punto. Sugerimos desaconsejar el uso del diccionario en este momento del trabajo y que el profesor responda a los estudiantes sobre significados desconocidos de manera selectiva cada vez que vea que hay un bloqueo en la comprensión general de una parte del texto.
- **Recursos lingüísticos.** Los estudiantes trabajarán con el vocabulario relacionado con la pirámide nutricional. Primero deberán nombrar las partes de la pirámide con los grupos correspondientes a cada una y,

Para resaltar textos en un sitio web:

👉 www.diigo.com

👉 www.awesomehighlighter.com

Teaching Sequence no. 4

A Healthy Diet

About this sequence

- ✓ **Topic:** Eating habits.
- ✓ **Subtopic:** Healthy food.
- ✓ **Sequence introduction:** In this sequence, the students will describe and assess their eating habits.
- ✓ **Sequence goal:** Lexical and grammatical activation. Provide resources oriented to assessing habits and giving advice.
- ✓ **Skills involved:** Oral and written comprehension and production.
- ✓ **Enhanced competences:** Lexical and grammatical.

- **Before starting.** In the first activity and as a topic trigger, students will watch a video both in Spanish and in English. Then they will read a list of healthy habits and will discuss which are part of their life-styles, and which are not. Teachers will ask them to sort out the habits in order of priority, from the most to the least important. Some pieces of guidance are quite general, so teachers may ask students to provide specific examples about how to implement them. Teachers may also expand the discussion by asking students to justify the relevance of each piece of guidance, elaborate on the difficulties they find when trying to put them into practice, etc.
- **Observe and comprehend.** The activities in this section are based on a journal with information and advice on balanced eating habits developed by the International Food Information Council Foundation. First, the students will explore the journal on their own; then, teachers will encourage them to elicit the type of information provided, based on the titles, subtitles and photo captions. After that, five questions are proposed for the students to extract information from the text. The aim of these questions is that students identify the different food groups and provide examples showing whether to include or avoid certain foods. The following assignment consists of reading the text and searching for examples about how to implement the three general rules for a good healthy diet, as suggested. Our goal is to encourage students to read the text looking for information they can rephrase in Spanish while preserving the original meaning; trying to understand every word in the text will not be emphasized at this point. We suggest that teachers discourage the use of a dictionary during this activity; instead, if students come up with unknown words which hinder their general advancement, teachers would rather clarify the meanings by themselves.
- **Linguistic resources.** Students will work with vocabulary related to the food pyramid. Firstly, they will have to name each part of the pyramid and their corresponding groups; then, they will classify a list of foods

To highlight texts in a website:

👉 www.diigo.com

👉 www.awesomelighter.com



La actividad de completar palabras se puede crear de forma interactiva con Exe Learning, disponible en <http://escritoriodecentes.educ.ar/>.



PowerPoint, programa para crear presentaciones de Microsoft Office.



Impress, programa para armar presentaciones de OpenOffice.

luego, clasificarán una lista de alimentos según el grupo al que pertenecen. A esta lista se pueden agregar tantos alimentos como se desee. La actividad siguiente consiste en ubicar palabras extraídas de una sección del texto en la colocación correspondiente y luego leer el texto en detalle. Este es un ejercicio programado que los estudiantes pueden hacer en sus casas en forma autónoma. Se sugiere asimismo traducir o reformular (glosar, sin necesariamente mantener una equivalencia exacta inglés / español, centrándose en conservar la idea central) este fragmento al español para verificar una comprensión detallada.

El docente puede aprovechar para enseñar aquí algunos temas de gramática, tales como comparativos: *healthier*; *better than* o la formulación de consejos, como *be adventurous*, entre otros.

- **Producir y comunicar.** Los estudiantes aplicarán aquí el vocabulario visto en la secuencia en una producción escrita. Se propone que armen una **presentación** para explicar la pirámide nutricional, sus diferentes grupos y cómo utilizarla para planear una alimentación saludable. También pueden incluir todos los consejos para llevar una vida saludable que encontraron en la guía y aquellos que hayan surgido en las discusiones en clase.

according to the group where they belong. They can add as many items as they wish into the list. The next activity consists of placing the words extracted from the text into the corresponding blanks, and then reading the text thoroughly.

This is a programmed exercise which can be assigned as homework. We suggest translating or paraphrasing this passage into Spanish to secure a thorough understanding (a good idea is to make a glossary of terms: there is no need to include English-Spanish equivalences; instead, the advisable approach is to try to grasp the main idea).

At this stage, teachers may include some grammatical structures related to the topic, such as comparatives —“healthier than”, “better than”— or structures used for advice-giving, i.e., “be adventurous”.

- **Produce and communicate.** Students will engage in a written production to apply the vocabulary they have learnt in the sequence. We suggest that they create a **presentation** explaining the food pyramid, its different groups and how to use it in order to plan a healthy food diet. Students may use all the tips for a healthy life included in the guide as well as those suggested during classroom discussions.

You can create fill-in-the-blanks activities using Exe Learning, available at <http://escritoriodecentes.educ.ar/>.



PowerPoint is a Microsoft Office software program to create presentations.



Impress is a OpenOffice software program to create presentations.

3

Deportes

Secuencia didáctica n.º 5 A jugar al fútbol

◀ Sobre esta secuencia

- ✓ **Tema:** deportes.
- ✓ **Subtema:** fútbol.
- ✓ **Gramática:** presente simple, *like*, preposiciones.
- ✓ **Introducción a la secuencia:** los estudiantes analizarán el vocabulario propio del fútbol y descubrirán el significado en inglés de palabras que usan habitualmente.
- ✓ **Objetivo de la secuencia:** aprovechar el conocimiento preexistente e inconsciente del inglés a través de la terminología propia del fútbol para adquirir vocabulario.
- ✓ **Destrezas implicadas:** comprensión y expresión oral.
- ✓ **Competencias activadas:** léxicas, fonéticas y estratégicas.

- **Antes de empezar.** Se sugiere introducir el tema del fútbol viendo el video de un gol memorable relatado por dos periodistas distintos. Proponemos invitar a los alumnos a dar sus opiniones sobre fútbol, en español o inglés según las habilidades que posean. Luego, sugerimos incentivarlos a pensar en palabras relacionadas con el fútbol que usemos en inglés, como por ejemplo *corner* o *foul*.
- **Observar y comprender.** Trabajar con el texto y audio sobre fútbol e incentivar a los alumnos a usar frases en inglés para averiguar el significado de palabras desconocidas (*what's the meaning of...?*). Completar el cuadro y ampliarlo con palabras sugeridas por los alumnos.
- **Recursos lingüísticos.** Ampliamos el vocabulario de los alumnos por medio de dos **gráficos** y lo ponemos en práctica con un ejercicio de opción múltiple.
- **Producir y comunicar.** Se pide a los alumnos que produzcan la tapa de un suplemento deportivo. Previamente, sería conveniente que visiten los **sitios webs de algunos diarios deportivos** para usarlos como modelo.
Como este trabajo requiere de la selección de fotos y una breve investigación previa, se recomienda asignar parte de las tareas como ejercicios para el hogar.
- **Expansión.** Se sugiere que los alumnos realicen la expansión en sus hogares.

✎ <http://galerias.educ.ar>

Por ejemplo:

✎ www.ole.com.ar

✎ www.la-redo.net

✎ [www.](http://www.revistauncania.com.ar)

revistauncania.com.ar

3 Sports

Teaching Sequence no. 5 Let's Play Soccer!

About this sequence

- ✓ **Topic:** Sports.
- ✓ **Subtopic:** Football.
- ✓ **Grammar:** Simple present tense, verb "to like", prepositions.
- ✓ **Sequence introduction:** In this sequence, the students will discuss soccer terminology and will learn the English meaning of many words they use every day.
- ✓ **Sequence goal:** To make use of existing or unaware knowledge of English by means of football terminology to acquire vocabulary.
- ✓ **Skills involved:** Oral comprehension and production.
- ✓ **Enhanced competences:** Lexical, phonetic and strategic.

- **Before starting.** We suggest introducing the topic by inviting students to watch a clip of a memorable goal commented by two different football journalists. Teachers may ask students to give their opinions about the game, either in English or Spanish according to their level. Then students will be encouraged to think of English words they use in connection with the sport.
- **Observe and comprehend.** Teachers will propose textual and aural classwork about football prompting students to use English structures to find out the meaning of unknown words; i.e.: "What's the meaning of...?". A chart will be filled in, and the term list will be expanded with words suggested by the students.
- **Linguistic resources.** Teachers have two graphics available to help expand their students' vocabulary. In turn, they will be able to apply new terms by means of a multiple choice exercise. <http://galerias.educ.ar>
- **Produce and communicate.** Students are requested to write and design the cover page of a newspaper's sport section. Prior to this, the teacher will have them browse the online sports sections of several digital newspapers as references and models. Since this activity requires the selection of images and some information search, we recommend assigning part of the task as homework.
- **Expansion.** We suggest that students do this activity at home.

For example:

✎ www.ole.com.ar

✎ www.la-redo.net

✎ www.revistauncano.com.ar

Resources Series

Teaching Sequence no. 1 “Hi! How Are You?”

Before starting

1. Let's talk about this topic.

a) If you have Internet access in your classroom, as a topic introduction ask the students to watch an excerpt of the American TV show *Friends*, where Phoebe meets Mike's parents: <http://www.youtube.com/> > Search: Phoebe meets Mike's parents > Phoebe meet Mike's parents (8:08 min.).

b) Meeting, greeting and introducing people is not as problematic as you have just watched. Ask the class what they think about this.

If you do not have Internet access in the classroom, you may start the topic by asking students the following questions: How do we greet people? Do we greet people in different ways? For example, how do you greet a friend? Or do girls greet boys? And how about your teachers?

c) Look at the following pictures. How would these two people greet each other in Spanish? And do you know how they would do it in English?



Observe and comprehend

2. Read the following dialogues. Look at the pictures. Are these formal or informal expressions? Are they hellos or goodbyes?



Hello, Martine!
Hi, Liz!
Welcome to Buenos Aires.
Thank you! I'm happy to be here.



Good afternoon, everybody! Sorry for the delay. Today we will be discussing...



John Robertson. Nice to meet you.
Paul Carter. Nice to meet you, too.



Bye, Sophie, take care!
Bye-bye, aunt Annie! See you soon!
Good luck!

Linguistic resources

Archivo Editar Ver Insertar Formato Tabla Herramientas Ventana Ayuda

Normal 12 N C S

3. Do the following exercises.

a) Match the expressions in the left column with the correct answer.

Hello, I'm Sophie.	Thank you.
Good-bye!	Nice to meet you, too.
Good afternoon.	Hi, I'm Tom.
Nice to meet you.	Good afternoon.
Welcome to our school.	See you tomorrow.

b) Match the expressions in the left column with the time of the day when they are used.

Good afternoon	6 am - 11:50 am
Good evening	12 pm - 6 pm
Good morning	6 pm - 11:50 pm

?

c) Complete the dialogues shown below with the words from the box.

Good - meet - to - tomorrow - Hi - too

Hi, Patrick!	Bye-bye, Kelly!
<input type="text"/> , Mary!	Bye, see you <input type="text"/> .
<input type="text"/> evening.	Welcome <input type="text"/> Argentina.
Nice to <input type="text"/> you.	Thank you.
Nice to meet you, <input type="text"/> .	

Send

Resources Series

Answers

Hi, Patrick!

Hi, Mary!

Bye-bye, Kelly!

Bye, see you tomorrow.

Good evening.

Nice to meet you.

Nice to meet you, too.

Welcome to Argentina.

Thank you.

d) Put the words in the correct order to make sentences.

- to - Nice - too - you - meet.
- Hi - Angie - everybody! - I'm.
- city - to - the - of - Welcome - Washington.
- Friday - you - See - next.
- exam - luck - in - Good - the.
- afternoon - Scott - Good - Mr.

Answers

- Nice to meet you, too.
- Hi, everybody! I'm Angie.
- Welcome to the city of Washington.
- See you next Friday.
- Good luck in the exam.
- Good afternoon, Mr. Scott.

Produce and communicate

4. Now we are going to practise what we have learnt.

- a) Complete the speech dialogue with the appropriate greeting.
- b) In your computer, record your dialogues with a partner and then listen to them to spot mistakes.



5. A song about opposites.

- a) Do you know The Beatles? One of their songs, “Hello, Goodbye”, mentions several greetings. Search for the song lyrics on the Internet. If you google the title of any song in English, plus the word “lyrics”, you will find the lyrics you want. You can find song lyrics in this website: www.sing365.com. You may find other sites if you wish.
- b) Search for video clips of this song in YouTube.
- c) Now, let’s discuss all together— There are several opposite words in this song. Which are they? What do they mean? What’s the meaning of this song?

Teaching Sequence no. 2

Pen-pals

Before starting

1. What is a pen-pal? And what is an e-pal? What is the difference between them? Find the information you need and discuss in class. What kind of pen-pal would you choose?

Observe and comprehend

2. Visit www.palabea.com, one of the virtual communities we can find on the Internet.
 - a) First, select the “English language” option to continue (in the drop-down menu, at the upper right corner).
 - b) Explore the website and see what it may offer you. Then discuss your ideas with your partners.
3. Now we are going to read the FAQ (Frequently Asked Questions) section to learn how this site works.
 - a) Copy the text to a text-processing software programme.
 - b) Underline all the words you know.
 - c) Read again.
 - d) Discuss with a partner the information extracted from the text. Note: Do not read word by word or translate. Answer in your own words each of the Frequently Asked Questions.
 - e) Share your information with the class; in smaller groups, summarize the information found at each section (About Palabea, First Steps, What kind of education Palabea can offer me, eLearning, Communication, etc.).

Linguistic resources

4. Let’s see how to create a profile in Palabea.

Resources Series

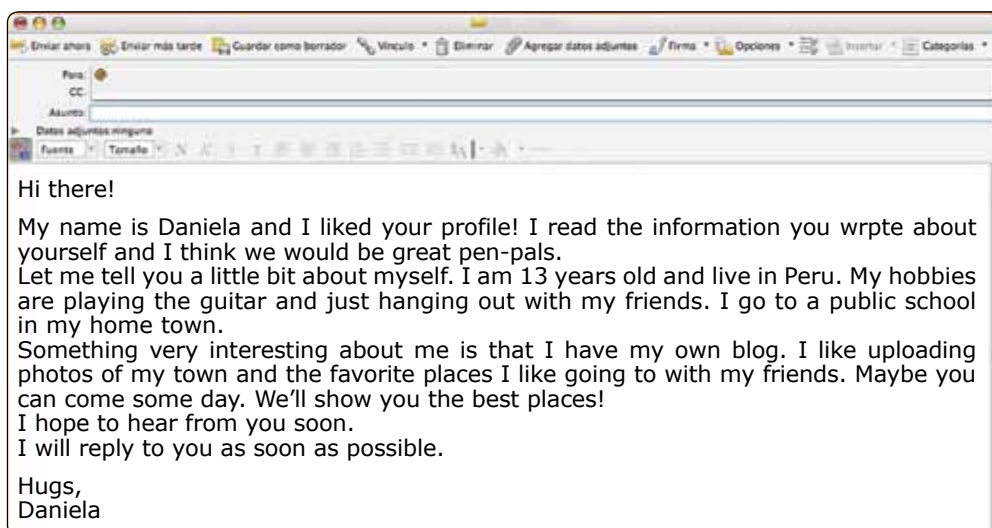
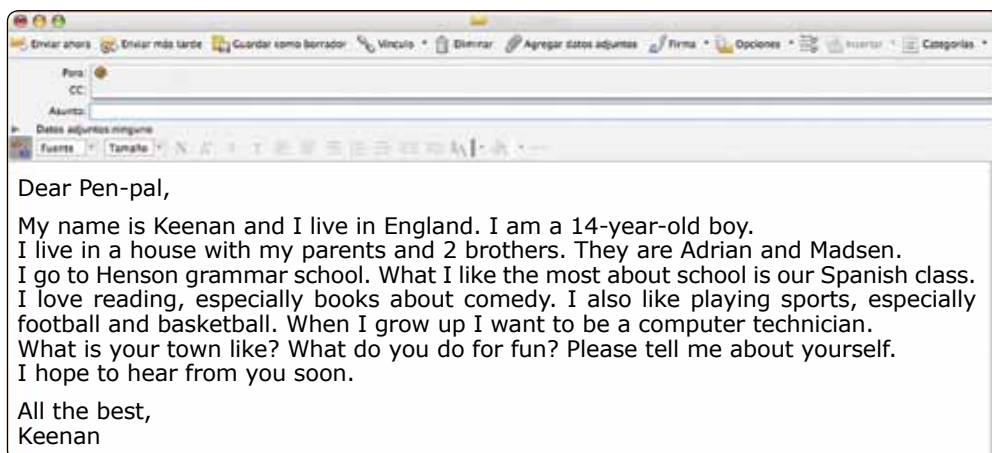
What are the required fields in each section? Select the corresponding items and answer the questions. (My Languages, Interests, Personal Data, Family Status and so on).

5. You are now ready to sign up on Palabea. Work together and help each other.

Produce and communicate

6. Once registered, share your experiences with the rest of the class. You can also bring to the classroom printed copies of some of the e-mails you've sent to or received from your pen-pal, or post them in your personal blogs.
7. We will keep on working with Palabea. Soon, we will contact our first friend. Once we contact him or her, we will have to provide information about ourselves, and also find out information about them.

In Palabea, we can send e-mails or communicate by chat. Below, you'll find two different models of introductory e-mails.



8. Compare these e-mails. Do they contain the same information? Are they organized in the same way? What phrases or sentences do students use to start and to end their letters?
9. Find some other options with the help of your teacher.
 - a) Complete the speech bubbles with the appropriate greeting.
 - b) On your computer, record the dialogues with a partner and listen to them to correct yourselves.

Linguistic resources

10. An informal e-mail or letter should be organized as follows:
 - Informal greeting: “Dear Mark” / “Hi there!” / “Hello!”.
 - Introduction: you write your personal information and mention your reasons for writing.
 - Main body: in which you expand your introduction, starting a new paragraph for each topic.
 - Conclusion: in which you ask questions of your e-pal or pen-pal.
 - An informal ending: “Lots of love” / “Best wishes” / “Take care” / “See you soon”.

Produce and communicate

11. It's time to contact our first friend in Palabea. Read the guidelines again to write an informal letter. Then send a message to a user. Good luck!

Teaching Sequence no. 3 Going to the Doctor's

Before starting

1. We are going to talk about our body and our health.
 - a) What does being healthy mean? Are there habits or situations which may cause us health problems? What do we do when we are not feeling well?
 - b) What's happening in the drawings? In an online dictionary, look up the words you need to describe the situations. For example: Merriam-Webster's Encyclopedia:
www.merriamwebster.com. Word Reference: www.wordreference.com.



Observe and comprehend

2. Now we are going to read a conversation between a doctor and his/her patient.

- a) Pay attention to the dialogue as we read the transcription.
- b) Then complete the form that follows.

DOCTOR: Good afternoon. Have a seat, please. What's the problem?

PATIENT: I am not feeling very well.

DOCTOR: What symptoms do you have?

PATIENT: I've got a bit of a temperature and I have an earache. Quite severe, I can't sleep at night...

DOCTOR: Ok. Let me see... In both ears?

PATIENT: No, in this one, the left one.

DOCTOR: Ok, I need to look into your ear then. Just a moment... Yes, you have an ear infection.

PATIENT: What's the treatment, doctor?

DOCTOR: I will prescribe you antibiotics, some drops you will have to put into both ears twice a day for a week to prevent an infection in the right ear as well. Just a moment... This is your prescription. If this doesn't work, please come back to me, but you should be fine with this.

PATIENT: May I ask you a question?

DOCTOR: Sure.

PATIENT: I practise swimming. Should I stop for some time?

DOCTOR: Yes, definitely, at least for two weeks. After that, no problem.

PATIENT: Thank you very much, doctor.

DOCTOR: You're welcome.

Illness:

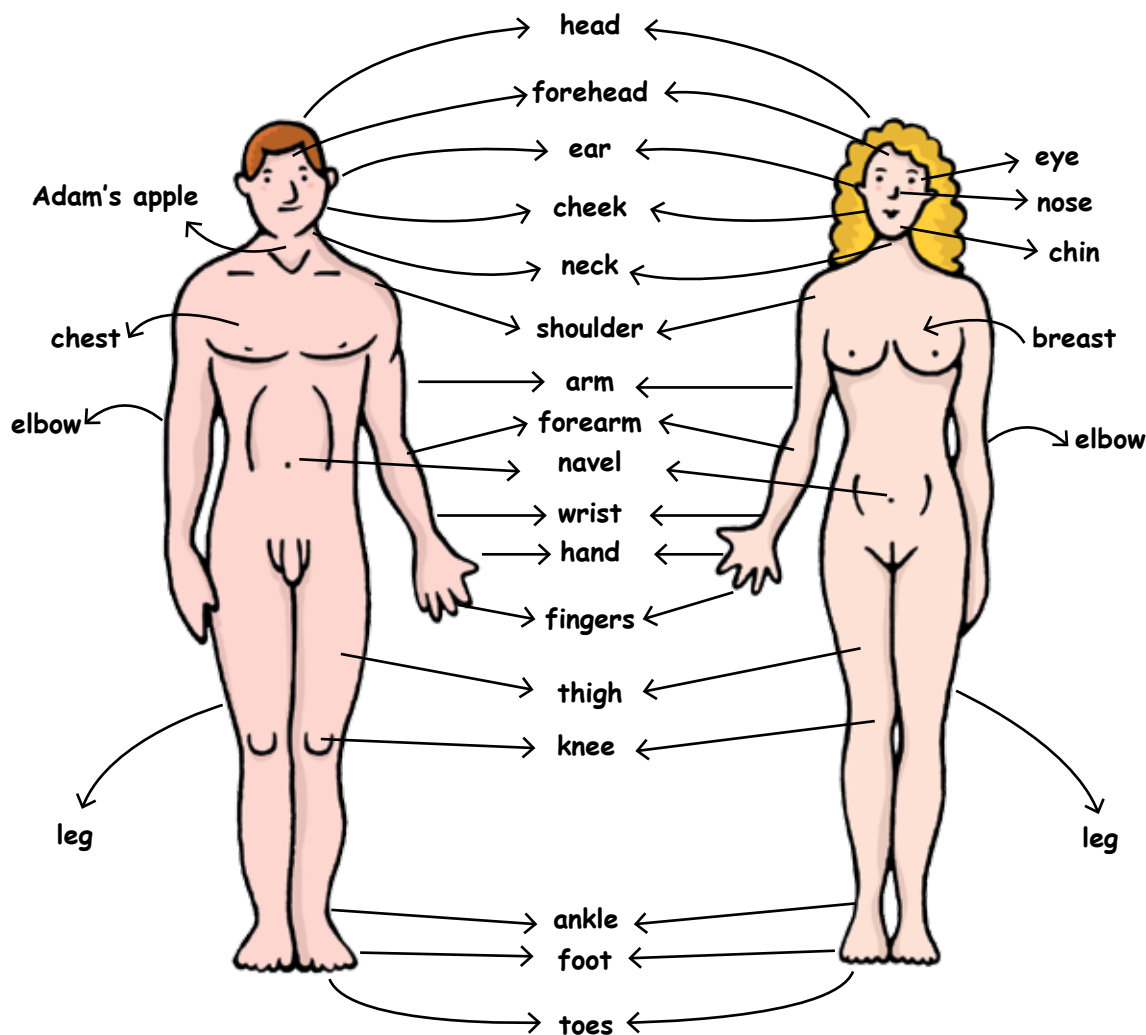
Symptoms:

Treatment:

Other recommendations:

Linguistic resources

3. Let's study the vocabulary related to our body. In order to learn the correct pronunciation, look up the words in an online dictionary and listen to them several times in order to remember the correct pronunciation.



4. Now, let's do the following interactive exercises about body parts and illnesses by clicking on the links below:

- Parts of the body: <http://iteslj.org/v/ei/body.html>
- Illnesses: <http://iteslj.org/v/s/ab-illness.html>

Produce and communicate

5. Let's go back to the previous dialogue.
- Read the dialogue again and identify all the words and expressions you don't know. You may ask the teacher about them.
 - In pairs, write a dialogue between a doctor and his / her patient using the vocabulary you've learnt. You can use expressions taken from the previous dialogue.
 - Record the dialogue you have written and listen to it. Correct yourselves and record it again.

Expansion

6. Medicine is a field where managing English language is essential, as most medical advances in the world are communicated in this language.

- a) Interview a doctor. Ask him or her which journals, publications or websites in English they know or read frequently.
- b) Then visit the corresponding websites and summarize all together the topics they develop. Some suggestions to start with:

👉 www.thelancet.com

👉 amjmed.com

👉 www.cdc.gov

Teaching Sequence no. 4 A Healthy Diet

Before starting

1. Let's talk about this: What is a healthy lifestyle?

If you have Internet access in the classroom, get inspired by watching with your students two videos based on the book *Be Happy* 👉 <http://www.youtube.com/> > Search: "A reminder of the important things in life" > A reminder of the important things in life [accessed 4/10/2011]. 👉 <http://www.youtube.com/> > Search "Sonríe y sé feliz" > Sonríe y sé feliz [accessed 4/10/2011]. A little book to help you live a happy life by Monica Sheehan (one is the Spanish version, the other is the English one). Encourage them to give their opinions in English.

- a) Which of the following habits for a healthy lifestyle are part of our routine? Read and discuss all together.

- ✓ Always start the day with a good breakfast.
- ✓ Eat well! Eat a lot of fresh fruit, vegetables, fish and chicken.
- ✓ Drink, drink and drink many glasses of water a day, green tea or fruit juices.
- ✓ Keep moving. Don't stay at home. Go out, walk and enjoy fresh air.
- ✓ Visit your friends. People with social life live longer.
- ✓ Fall in love.
- ✓ Do what you love: read, study, listen to music.
- ✓ Sleep 8 hours a day.
- ✓ Practise good dental hygiene.
- ✓ Be responsible, but don't get stressed.

- b) Now let's sort them out. Which are our priorities? Are there any missing items? Which are the English words for those missing items?

Observe and comprehend

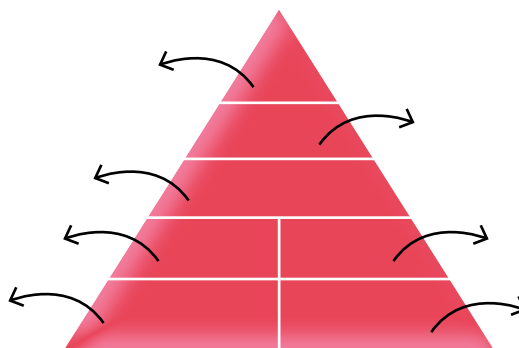
2. Next we are going to work on a Healthy Food Guide from a specialized website.
 - a) Explore the following website www.mypyramid.gov. In the Menu bar, change the language with the option “En Inglés”. Now let’s discuss together: What information does the site contain? Who is the owner of the website? How do you interpret that?
3. We have extracted a text called “Your personal path to health: Steps to a Healthier You” from the above website.
 - a) We are going to download the brochure by searching the web.
www.mypyramid.gov > Search: “Your personal path to health” > select the following link: 1: mypyramid_personalized.
 - b) In groups, read quickly (without stopping at every word) and pay attention to the titles, subtitles and images in every section. Then discuss together the information obtained.
 - c) Answer the following questions. Read the text every time you need it.
 - Which are the six food groups?
 - What does each of them contain?
 - Give examples of how you can include healthy food in your diet.
 - Give examples of how to avoid extra calories.
 - Which are the five characteristics that you need to take into account in your path to good health? How can you put them into practice?
 - d) The text suggests three general rules. What examples can you give on how to implement those rules?
 - Get the most nutrition out of your calories.
 - Make smart choices from every food group.
 - Find your balance between food and physical activity.

Linguistic resources

4. The Food Pyramid. Complete the pyramid with the food groups corresponding to each level. (Copy and paste to work with a text-processing software programme).
 - a) Which group does each of the food items belong to? Put them in the corresponding section:

pasta, rice, chicken, plums, dried fruit, nuts, yogurt,
sweets, oil, sugar, bread, carrots, corn, oatmeal, pepper, cheese,
apple, beef, fish, spinach, lentils

Resources Series



5. "It's all about you!" We are going to focus in detail on one of the sections of this publication.
- a) Without looking at the text, let's do the following exercise and place the words from the list where they belong.
 - b) Then re-read and use an online dictionary to look up those words whose meaning you do not know. Note that "sensible" is a false cognate or false friend word. Discuss this with your teacher.
 - c) Finally, hold a group discussion about the meaning of each of these suggestions. Who wants to translate them into Spanish?



- d) Fill in the blanks with the words below:

balance - dog - eat - enjoy - giant - physical -
small- watch - worry - you - your

Be realistic

Make small changes over time in what you and in the level of activity you do. After all, steps often work better than leaps.

Be adventurous

Expand tastes to enjoy a variety of foods and activity.

Be flexible

Go ahead and find the right between what you eat and the physical activity do over several days. No need to about just one meal or one day.

Be sensible

the foods you eat, don't just overdo it.

Be active

Walk the , don't just the dog walk.

Send

Answers

Be realistic

Make **small** changes over time in what you **eat** and in the level of activity you do. After all, small steps often work better than **giant** leaps.

Be adventurous

Expand **your** tastes to enjoy a variety of foods and **physical** activity.

Be flexible

Go ahead and find the right **balance** between what **you** eat and the physical activity you do over several days. No need to **worry** about just one meal or one day.

Be sensible

Enjoy the foods you eat, don't just overdo it.

Be active

Walk the **dog**; don't just **watch** the dog walk.

Produce and communicate

6. Using all the information we have learnt on healthy eating habits, let's prepare a presentation in English explaining the food pyramid, and how to use it to plan a balanced food diet.

Teaching Sequence no. 5 Let's Play Soccer

Before starting

1. If you have Internet access in the classroom, share the following links with the students as a topic introduction:

🖱️ <http://www.youtube.com/> > Buscar: narración gol Argentina Inglaterra > Narración 2º gol Argentina 2 - 0 Inglaterra 1/4 Mundial 86.

🖱️ <http://www.youtube.com/> > maradonas best goal > Maradona's best goal!

- What do you know about this goal?
- Do you like football?
- Do you play football?
- Do you watch matches on TV?
- Do you know any English words related to sports?
- Do you know the differences between soccer and football?

Observe and comprehend

1. Read this dialogue between Juan and his girlfriend, Amalia.

AMALIA: You know, I don't know anything about football. Can you help me understand it?

JUAN: Sure. What do you want to know?

AMALIA: Well, to begin with, how many players are there in a team?

JUAN: There are eleven players in each team. The players can kick or head the ball, but they can't touch it with their hands.

AMALIA: Nobody?

JUAN: Only the goalkeeper can touch it!

AMALIA: How long does the game last?

JUAN: Two 45-minute halves. The team that scores the most goals is the winner.

AMALIA: And what happens if there is a tie?

JUAN: Well, there are 30 minutes of extra time. And if there is still a tie, a penalty shootout can decide the winner.

AMALIA: Tell me something. What is a foul?

JUAN: That's easy. Players can tackle an opponent in order to get the ball, but they can't push them or use violence. Touching the ball with the hands is also considered a foul. Fouls can be penalized with a free kick. If a foul is committed in the penalty area near one of the goalposts, the referee can award a penalty kick.

AMALIA: What is that?

JUAN: A player can have a free shot at goal, with only the goalkeeper being allowed to try to block it. Now, if a player commits a more serious offence, the referee can issue a yellow card as a warning, or issue a red card, in which case the player is sent off and cannot be replaced by a substitute.

AMALIA: And an offside? What is that?

JUAN: I'll tell you about that one next time! The match is starting now.

Now, we are going to make a glossary with English football words. Ask your teacher if you don't know any words in the dialogue.

Football glossary

Linguistic resources

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Normal 12 N C S

1. Choose the correct option to these football-related sentences.

- The **coach** / **couch** didn't train the players well, so they lost the game.
- The team that **does** / **scores** more goals wins the game.
- Kick** / **Jump** the ball as far as possible!
- The **judge** / **referee** must watch carefully for infractions.
- Eleven players from each team take part in a soccer **match** / **field**.

Learn the names of the different parts of a football field.



- 1. GOAL
- 2. CORNER ARC
- 3. 6-YARD BOX
- 4. PENALTY SPOT
- 5. HALFWAY LINE
- 6. CENTER SPOT
- 7. CENTER CIRCLE
- 8. PENALTY ARC
- 9. PENALTY LINE
- 10. 6-YARD LINE
- 11. GOAL LINE
- 12. CORNER
- 13. SIDE LINE

These are the most common player positions:

- a. GOALKEEPER
- b. LEFT FULLBACK
- c. RIGHT FULLBACK
- d. CENTRE BACK
- e. LEFT BACK
- f. RIGHT BACK
- g. LEFT MIDFIELD
- h. RIGHT MIDFIELD
- i. LEFT FORWARD
- j. CENTER FORWARD
- k. RIGHT FORWARD



English / resources series

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Resources Series

Produce and communicate

Let's design a cover page for a newspaper's sports section. Look for information related to the football events of the week. Choose pictures to illustrate the cover and download them to your computer. Use the vocabulary presented in the sequences to write headlines and captions for the photos.

Make up a name for your sports section.

Finally, upload the cover page to your class blog.

Below you will find two links to football journals, one from the United States, the other from Britain:

👉 <http://www.usatoday.com/sports/soccer/default.htm>

👉 <http://www.guardian.co.uk/football>.

Football glossary

This is one of the most complete websites about football.

Visit this site and discover everything you didn't know about this sport.

👉 <http://www.soccer-fans-info.com/index.html>.

Below, you'll find links to radios from Britain and United States which can be listened to via Internet to practise British and American English:

👉 <http://www.bbc.co.uk/radio/>.

Station 5: News from the world, sports, interviews, debates.

Station 1: Best music in English, latest events and news.

News from the world:

👉 <http://www.voanews.com/english/news/>.

Latest events from the entertaining world:

👉 <http://www.voanews.com/english/news/arts-and-entertainment/>.



Notas / Notes



Notas / Notes

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Notas / Notes

Serie para la enseñanza en el modelo 1 a 1



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ARGENTINA
UN PAIS CON BUENA GENTE

