

LEARNING EXPERIENCE 3

Student's name: _____

Grade: " _____ "

Teacher's name: Lady Liliana Untal Escobedo.

English level: A2

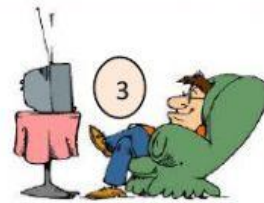
Let's Reduce Stress

COMPETENCIA: The student listens and reads simple written and oral texts in English.

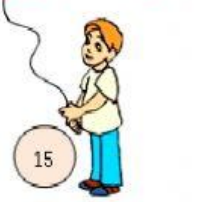
PROPÓSITO DE LA SESIÓN: Comprende textos breves en inglés deduciendo el léxico y las estructuras a fin de elaborar un texto con un testimonio en inglés sobre las actividades que no puede hacer en el confinamiento y las que realiza para reducir el estrés.

LEAD IN:

What do they like doing in their free time?



- 1- He likes to music.
- 2- She likes food.
- 3- He likes TV.
- 4- He likes the flute.
- 5- They like chess.
- 6- He likes the piano.
- 7- He likes photographs.
- 8- He likes the mountain.
- 9- She likes the net.
- 10- They like table tennis.
- 11- They like cards.
- 12- They like out.
- 13- She likes books.
- 14- He likes his bike.
- 15- He likes his kite.
- 16- They like for walks.
- 17- They like for a run.
- 18- He likes a horse.



Actions to reduce stress

Look at the pictures and fill in the missing letters.



1. P _ _ _ Y

F _ _ _ TBA _ _ _



2. REA _ _

BO _ _ _ S



3. _ _ A _ _ _ IN

T _ _ E P _ _ RK.

LET'S LISTEN AND READ:

Listen to and read the conversation.

How do you reduce stress?

- HILDA:** Hi Roberto!
- ROBERTO:** Hi Hilda.
- HILDA:** How do you feel today?
- ROBERTO:** I feel very stressed.
- HILDA:** Oh no, my friend. Sorry to hear that!
- ROBERTO:** I don't feel good. I don't see my friends and I don't play in the park. It's frustrating
- HILDA:** I see ...
- ROBERTO:** How do you reduce stress, Hilda? Please, help me!
- HILDA:** Well, when I feel stressed, I read books, I draw pictures of my favourite superheroes, and I help my mom on the farm.
- ROBERTO:** Oh! I feel good when I help my grandfather in the kitchen.
- HILDA:** Good idea, help your family!
- ROBERTO:** Thank you very much Hilda!
- HILDA:** No problem, my friend.



Observa cómo se utiliza la palabra "and" en esta conversación.

LET'S UNDERSTAND

UNDERSTAND-EXERCISE 1

Check (✓) the correct information for Hilda (A) and Roberto (B).

Example:

I read books.

A. Hilda



B. Roberto

- I don't see my friends.
- I feel stressed.
- I help my grandfather in the kitchen.
- I help my mom on the farm.

☐
☐
☐
☐
☐
☐
☐
☐

UNDERSTAND-EXERCISE 2

Correct the statements for Hilda and Roberto. Follow the example



HILDA

Example:

I help my grandfather on the farm.

I help my mom on the farm.



1. I read comics.



2. I look at pictures of my favourite superheroes.



ROBERTO

1. I don't help my grandfather.



2. I don't play at school.



3. I don't feel stressed.



¡NOTEMOS ALGO!

¿Cómo puedo crear una oración en inglés?

Si es positivo:

I play the piano.
S + V + O

Si es negativo:

I don't see my teachers.
S + DON'T + V + O



LET'S PRACTISE

PRACTISE-EXERCISE 1

Complete the conversation. Be creative!

Lockdown



Hi! Lockdown is frustrating! I don't visit my friends. How about you?

Oh, I know. I don't go out and I don't go to school (example).





How do you _____ (1) stress?

Well, I _____ (2) and
I _____ (3).



Sigue revisando lo que puedes hacer con el inglés según estándares internacionales. Aquí algunas preguntas sobre lo que puedes hacer en inglés.



1. ¿Puedo reconocer palabras que son similares al castellano? **SÍ - NO**
2. ¿Puedo identificar información esencial de un texto? **SÍ - NO**
3. ¿Puedo corregir oraciones falsas? **SÍ - NO**
4. ¿Puedo emplear palabras o frases cortas para indicar acciones que alguien realiza? **SÍ - NO**