

"BEYOND THE CLASSROOM" ENGLISH SELF-STUDY GUIDE

School	_____	City	_____
Teacher's name	_____		
Student's name	_____		
Grade	8 th	Level	A2

ORIENTACIONES PARA LOS PADRES DE FAMILIA

Cordial saludo Padres de Familia. Esta guía fue diseñada para orientar a sus hijos en el aprendizaje del Inglés en casa, con temas para la vida, en este caso identificar "Los Desórdenes Alimenticios", las enfermedades relacionadas y las recomendaciones. Su hijo (a) deberá dedicar una hora para desarrollar toda la guía. El tema está incluido en el Libro del Estudiante "Way to Go 8", en el Módulo 2. Health issues, página 57 disponible en la plataforma Colombia Aprende, que le facilitará su comprensión del tema.

- **La actividad 1** consta de dos ejercicios donde se familiarizará con el vocabulario en inglés sobre desórdenes alimenticios, enfermedades asociadas y recomendaciones usando "should o shouldn't".
- **La actividad 2** invita a leer y aprender sobre las causas y manejo de los desórdenes alimenticios. Puede consultar en el Libro del Estudiante Way to Go 8 para ampliar el tema (p.53 a 57).
- **La actividad 3** corresponde a la actividad de Evaluación del aprendizaje de su hijo (a), incluye una lista de chequeo.
- **La actividad 4** es para que su hijo pueda evaluar su proceso.

De la disciplina, interés, motivación y dedicación depende la realización efectiva de las actividades sugeridas. Solicito su colaboración en cuanto al acompañamiento de los estudiantes en este proceso, como es la lectura y comprensión de lo que deben solucionar paso a paso.

En esta guía se incluyen ejemplos para cada actividad, las respuestas correctas y recursos adicionales de apoyo. Agradecemos su colaboración supervisando que su hijo(a) complete las actividades indicadas. Al final encontrarán la autoevaluación del aprendizaje, es decir, la verificación de lo que su hijo(a) aprendió mediante el desarrollo de esta guía. Cualquier inquietud comunicarse con el docente para dar claridad al respecto. Hasta pronto.



WELCOME TO THIS SELF-STUDY GUIDE

Hello Students. This English self-study guide gives you the sequence you need to identify should and shouldn't, use and apply them in reading comprehension and writing activities. All the activities are related to the topic eating disorders in Way to Go Student Book 8 Module 2 Unit 1. It starts with some relevant vocabulary about the topic. Then, you have to answer and read using should or shouldn't and finish writing a plan for healthy eating habits.

Topic	Skill(s)	Grammar	Vocabulary	Function (s)
Eating disorders	Reading and writing	Modal verb: should /shouldn't	Health problems	Giving suggestions

GET READY

Study time needed: 1 hour	Resources: Computer, video beam, cell phone, book, dictionary, pen and pencil, English Please book and Way to Go book.	Textbooks Links: Way to go 8 Student's Book, page 57: https://drive.google.com/file/d/11WHC1E99542U204WIA5xxm5VQ3iSN6St/view
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LEARNING OBJECTIVES

What will you learn/practise/reinforce with these activities?

- To practice vocabulary related to illnesses and give suggestions.
- To describe symptoms of eating disorders and express conditions.
- To give recommendations by using the modal verb "should" and "shouldn't" according to health problems.
- To make inferences and identify specific information in a short reading.
- To apply should and shouldn't in written texts.

LEARNING STRATEGIES

What can you do to achieve the objectives?

- Use keywords to match paragraphs and questions.
- Make a list of new words in your notebook.
- Apply the use of should or shouldn't in the written text.



ACTIVITIES

1. LANGUAGE TASKS (20 minutes)

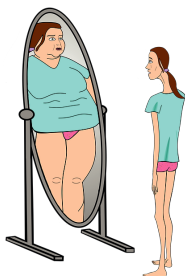





1.1. Vocabulary

1.1.1. Use the Word Bank to label the pictures related to eating disorders. Follow the example given.



Make a list of new words in your notebook.

disorder	weight	habits
symptoms	consequences	specialists

 <p>2*</p> <p>1. Eating disorder</p>	 <p>3*</p> <p>2. Psychological _____</p>	 <p>4*</p> <p>3. Health _____</p>
 <p>5*</p> <p>4. Body _____</p>	 <p>6*</p> <p>5. Unhealthy _____</p>	 <p>7*</p> <p>6. Typical _____</p>

1.1.2 Match the words (1-6) with their definitions (a-f) . Follow the example given.

1. Symptom <u>f</u>	a. actions, techniques or medicines to cure a person or feel better
2. Weight ____	b. pain in the region of stomach
3. Fatigue ____	c. an unhealthy condition of body or mind
4. Stomach ache ____	d. a unit of mass, the specific amount of heavy
5. Treatment ____	e. tired sensation
6. Illness ____	f. something that indicates the presence of a bodily disorder

1.2. Grammar

1.2.1. Read the text, pay attention to the underlined sentences. Then, answer the questions:

Fortunately, it is possible to treat most eating disorders if they are diagnosed in time. People can be helped if they accept that they have an eating disorder, and get the necessary nutritional and psychological treatment. People with eating disorders should learn to eat well, change bad eating habits and get help from their family. They should also accept their bodies the way they are.

1. We use **should** / **shouldn't** to talk about:

- a. Obligations b. Recommendations c. Prohibitions

2. When use **should** / **shouldn't**, + a verb, the verb is:

- a. to+ verb b. Verb + ing c. Verb + S d. Verb

1.2.2. Read the conversation and circle the correct option.

DOCTOR: Good morning, can I help you?

PATIENT: Good morning. Yes, please.... I don't feel well. I have a headache.

DOCTOR: Oh... Have you been stressed about something? Maybe because of your job or problems at home?

PATIENT: No doctor, I only drank five beers last night, but I used to drink every day.

DOCTOR: You _____ (1) drink beer or alcohol. It's not healthy for you. It's better if you drink water.

PATIENT: Yes, I know, but it's difficult because I work in a pub.

DOCTOR: hmmm I understand. So, you _____ (2) change that job. You _____ (3) be there more.

- 1) Should / shouldn't 2) Should / shouldn't 3) Should / shouldn't



2.2. Reading (20 minutes)

A. Read the article and match each paragraph (1-4) with one of the questions (a-d).



Use keywords to match paragraphs with questions.

- a. What kind of treatment does a person with an eating disorder need?
- b. What is an eating disorder?
- c. What causes eating disorders?
- d. What are some symptoms and behaviour?

Eating Disorders by Angie Roa

PART 1

1. _____

An eating disorder is a serious illness. It is characterized by extreme and dangerous eating behaviour. This can have very serious physical and psychological consequences. This illness affects all kinds of people: young and old, men and women, rich and poor. It is often difficult to know when someone has an eating disorder – you can't always tell by looking at them.

2. _____

Health specialists are not completely sure about the causes of many eating disorders. There are many different reasons, such as bad eating habits, family history, attitudes and emotions, a person's income, and even where they live. However, some things are clear: eating disorders are mainly the result of unhealthy eating habits, the desire for an ultra-thin body and very low self-confidence.

PART 2

3. _____

It is very difficult to find out if a person has an eating disorder. However, some typical symptoms include losing or gaining weight drastically, vomiting, excessive fatigue and emotional distress. In addition, some typical behaviour includes paying excessive attention to body weight and shape, not sleeping well, getting stomach aches and avoiding social situations, especially for eating out.

4. _____

Fortunately, it is possible to treat most eating disorders if they are diagnosed in time. People can be helped if they accept that they have an eating disorder, and get the necessary nutritional and psychological treatment. People with eating disorders should learn to eat well, change bad eating habits and get help from their family. They should also accept their bodies the way they are.

In conclusion, eating disorders are complex illnesses, but treatment is possible. However, people need a trained health specialist to diagnose and treat these disorders.



B. Based on the reading choose the correct option.

1. Eating disorder is...
 - a. A funny activity you need to do at school, job or home.
 - b. A special food that you can eat at every time.
 - c. An extreme and dangerous eating behaviour.

2. Eating disorders are mainly the result of:
 - a. Unhealthy eating habits.
 - b. The desire to earn more money.
 - c. A very high self-confidence.

3. Eating out is/are..
 - a. Good for your health.
 - b. Healthy for you and your family.
 - c. Social situations you shouldn't avoid frequently.

4. People should:
 - a. Learn to eat well, change bad habits and get help.
 - b. Eat out, sleep late, paying attention to their bodies' weight and shape.
 - c. Lose weight, fatigue more and get stressful activities.

2.3. Writing (10 minutes)

A classmate has one of the following health problems. Choose the problem and create a plan for this person. Don't forget to include should and shouldn't.



Apply the use of should or shouldn't in the written text.

Bulimia	Anorexia	Obesity	Binge-eating	Depression	Drugs
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Example.




1. Obesity: Dear friend,
 - a. You should make food healthier - reduce 20% of sugar, salt, bread and flour products in your diet.
 - b. You should enjoy an hour of physical activity every day. - You shouldn't watch TV or sit for hours.
 - c. You should increase fruit and vegetables and drink a lot of water. - You shouldn't drink soda, sweets or desserts.



My dear friend, _____

3. ASSESSMENT TASK (10 minutes)

Read the statements and check your progress. Then, discuss some questions with your parents.

Check your progress!	 <small>10*</small>	 <small>11*</small>	 <small>12*</small>	Discuss with your parents, then answer the questions below
	Very well	Quite well	With difficulty	
I can identify different eating disorders				How many new words did you learn? _____
I can match health concepts with definitions.				Which eating disorders can you identify in your own diet? _____
I can recognize negative health practices				What bad habits, do you think you have? _____
I can describe symptoms of eating disorders and express conditions.				How can you recognize a friend who needs help with eating habits? _____

THIS IS THE END

Congrats, you learnt a lot about healthy habits. Continue practicing the vocabulary about eating disorders and illnesses, and how to treat them. Don't forget our useful resources. Finally, it's important to take into account healthy habits in your own diet.



USEFUL RESOURCES

Flashcards - videos:

<https://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/flashcards-health.pdf>

<https://www.mes-english.com/flashcards/print-flashcards.php?file=healthfeeling>

<https://www.mes-english.com/flashcards/print-flashcards.php?file=healthproblem>

<https://www.mes-english.com/flashcards/health.php>

Eating disorder vocabulary:

<https://www.youtube.com/watch?v=inLAup5FV2U>

Illnesses vocabulary:

https://www.youtube.com/watch?v=tERmnS_Bjws

Online English Spanish dictionaries:

<https://dictionary.cambridge.org/es/diccionario/ingles-espanol/>

<https://www.wordreference.com/>

Use of should or should for suggestions:

<https://www.youtube.com/watch?v=G1cR3zi2P-w>

<https://www.youtube.com/watch?v=aGJgh-0eHns>

Way to Go - Student Book 8 - Module 2 Health Issues - Unit 1 p.50 Unit 2. p.60

<https://drive.google.com/file/d/11WHC1E99542U204WIA5xxm5VQ3iSN6St/view>

ANSWER KEY

1. Vocabulary task

A. 1.Disorder 2.Consequences 3.Specialists 4.Weight 5.Habits 6.Symptoms

B. 1.f 2.d 3.e. 4.b. 5.a. 6.c

2. Grammar

A. 1.B 2.D

B. 1.Shouldn't 2.Should 3.Shouldn't

3. Reading

A. 1.b 2.c 3.d 4.a

B. 1.c 2.a 3.c 4.a

ORIENTACIONES FINALES PARA LOS PADRES DE FAMILIA

Una vez su hijo (a) haya terminado las actividades de esta guía, por favor hágale las siguientes preguntas que le permiten verificar el proceso de aprendizaje:

- ¿Cuál fue la actividad que más te gustó y cuál fue la actividad que te pareció más difícil?

- Enséñame cómo se dicen en inglés algunos desórdenes alimenticios o enfermedades asociadas?



La educación
es de todos

Mineducación



- Enseñame cómo se dan recomendaciones en inglés.
- ¿Cuánto tiempo te tomó desarrollar toda la guía?
- ¿Qué recursos utilizaste?

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