



## "BEYOND THE CLASSROOM" ENGLISH SELF-STUDY GUIDE

<b>School</b>	<b>City</b>		
<hr/>	<hr/>		
<b>Teacher's name</b>			
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<b>Student's name</b>			
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<b>Grade</b>	<b>8th</b>	<b>Level</b>	<b>A.2</b>
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### ORIENTACIONES PARA LOS PADRES DE FAMILIA

Esta guía de aprendizaje de inglés para el trabajo en casa se preparó con el fin de ayudar a su hijo o hija a reconocer síntomas o señales relacionadas con desórdenes alimenticios y los tipos de enfermedades que se derivan de estos a través de la realización de actividades en las que se hace uso de los adverbios de frecuencia. Su hijo (a) deberá dedicar una hora para desarrollar toda la guía. El trabajo aquí descrito se relaciona con la página 51 del libro del estudiante Way to Go 8, que está disponible en la plataforma Colombia Aprende. Se adjuntó la página del libro al final de la guía para quienes no tienen acceso a internet.

- **La actividad 1.1** está compuesta por dos ejercicios de práctica del vocabulario en inglés relacionados con desórdenes alimenticios, sus síntomas y las enfermedades que se pueden presentar.
- **La actividad 1.2** invita a analizar e inferir a través de una tabla y palabras clave la periodicidad con que algunas personas llevan a cabo prácticas poco saludables dentro de su rutina.
- **La actividad 2.1** cuenta con dos ejercicios. El primero guía al estudiante a predecir e inferir el adverbio más adecuado a partir de la información suministrada antes y después de cada espacio del párrafo. El segundo lleva al estudiante a identificar el contexto en el que se presenta una situación comunicativa en el colegio entre dos compañeros.
- **La actividad 2.2** tiene dos ejercicios y busca en primer lugar que su hijo(a) use las palabras aprendidas en los ejercicios previos, siguiendo el modelo propuesto para escribir oraciones simples acerca de sí mismo. Posteriormente, debe llevar a cabo una encuesta a alguien usando el vocabulario de clase.
- **La actividad 3** es para que su hijo(a) pueda autoevaluar lo aprendido.

Agradecemos su colaboración supervisando que su hijo(a) complete las actividades indicadas. Al final, ustedes encontrarán una serie de preguntas de verificación de lo que su hijo(a) aprendió mediante el desarrollo de esta guía.

### WELCOME TO THIS SELF-STUDY GUIDE

This English self-study guide helps you learn and practice frequency adverbs and how they are used to express symptoms of eating disorders and the illness such disorders could lead to. The activities in this guide are related to the topic of eating disorders proposed in Way to go students' book 8<sup>th</sup> grade, Module 2, Unite 1: lesson 1. It starts with some vocabulary activities. Then, you are asked to analyze the way frequency adverbs are used. Finally, you have some exercises to listen and use the vocabulary learned to talk about eating disorders throughout a survey.

Topic	Skill(s)	Grammar	Vocabulary	Function(s)
Eating disorders	Listening Speaking Writing	Frequency adverbs	Eating disorder/illnesses	Describe eating disorders, symptoms and their frequency.



GET READY

**Study time needed:**  
**1 hour**

**Resources:**  
English dictionary, notebook, pencil, PDF file of Way to go students' book 8. Way to go! 8<sup>th</sup> grade track 19

**Textbooks Links:**  
- [Way to go students' book, Module 2, unite 1, Lesson 1 page 50-52](#)  
- [Way to go 8 track 19](#)

LEARNING OBJECTIVES

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

- To practice vocabulary about negative health practices.
- To describe important signs of eating disorders.
- To give and ask for information about eating disorders.

LEARNING STRATEGIES

What can you do to achieve the objectives?

- Visualize: Create an image in your mind to learn new vocabulary or information.
- Predict: guess the content of an audio before you listen.
- Make inferences: Activate your prior knowledge to understand the meaning of words and ideas in a short conversation.

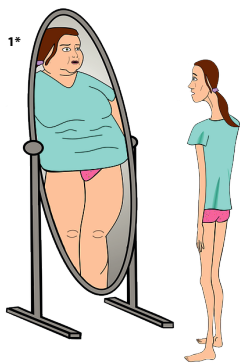
ACTIVITIES

1. LANGUAGE TASKS

1.1 Vocabulary (10 minutes)

1.1.1 Unscramble the words in the box to label the pictures below. Follow the example given.

IGBNE-AGINET	EYOBITS	AXAORINE	LBIIAMU
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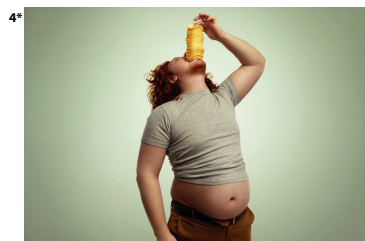
1. \_\_\_\_\_



2. \_\_\_\_\_



3 \_\_\_\_\_







4. BINGE-EATING



1.1.2 Match the eating disorder with the symptom. Follow the example given.



Create an image in your mind to learn new vocabulary or information.

<p><b>1. Binge-eating</b></p>  <p>6*</p>	<p>A. Eats very little B. Vomits after eating C. Can't control their eating D. Has excessive body fat</p>	<p><b>2. Anorexia</b></p>  <p>7*</p>
<p><b>3. Obesity</b></p>  <p>8*</p>		<p><b>4. Bulimia</b></p>  <p>9*</p>

1.2. GRAMMAR (10 minutes)

1.2.1 Observe the following table and write the duration of the symptoms. Follow the example given.

Signs or symptoms	Days of the week							Duration
	M o n	T u e	W e d	T h u	F r i	S a t	S u n	
a. Claudia <b>usually</b> eats in secret.	■	■	■	■	■	■		<u>6 days</u>
b. Alejandro <b>always</b> eats too little.	■	■	■	■	■	■	■	_____
c. Humberto <b>hardly ever</b> worries too much about his weight.					■			_____
d. Isabel <b>never</b> sleeps well.								_____
e. Hector <b>often</b> vomits after eating	■	■	■	■	■			_____
f. Natalia <b>sometimes</b> can't control her eating.	■		■			■		_____

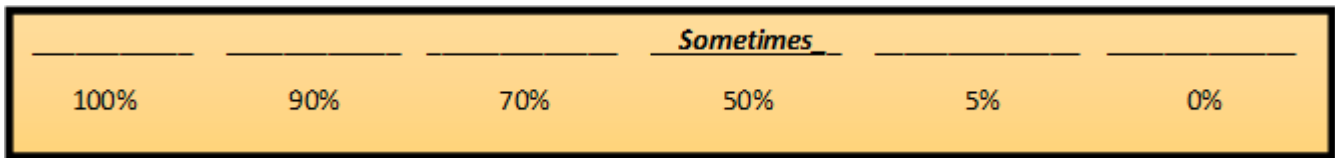


**1.2.2.** The previous underlined words are called *Adverbs*. Read the following instruction and select the correct option.

We use the adverbs from the table to talk about: \_\_\_\_\_

Days \_\_\_\_\_ Frequency \_\_\_\_\_ Time \_\_\_\_\_ Symptoms \_\_\_\_\_

**1.2.3.** Look at the previous underlined words and put them in the correct line. Follow the example given.



## 2. SKILL TASKS: (25 MINUTES)

### 2. 1 LISTENING TASK:

**2.1.1 Part one:** Listen to Jaime and Andrea talking about Nicolás and check if your predictions were right.



Predict the possible adverb that best completes each space. Consider the information before and after each gap to select the adverb.

always    usually    often    sometimes    hardly ever    never

Andrea thinks that Nicolás <sup>a</sup>\_\_\_\_\_ eats in secret, but <sup>b</sup>\_\_\_\_\_ he can't control his eating. In Jaime's opinion, he <sup>c</sup>\_\_\_\_\_ worries about his weight. Also, he <sup>d</sup>\_\_\_\_\_ vomits after eating.

*Taken from Way to go! 8th grade Student's book*

**2.1.2 Part two:** Listen to the conversation between Jaime and Andrea and choose the best option according to the audio:



Activate your prior knowledge to understand the meaning of words and ideas in a short conversation

#### 1. Jaime and Andrea possibly are:

- a. 2 and 3 years old children      b. 12 and 13 years old Adolescents      c. 35 and 37 years old Adults

#### 2. Jaime and Andrea are talking about:

- a. Healthy habits observed in a poster.    b. Favorite food    c. Nicolas and his possible eating disorders.

#### 3. Jaime and Andrea are:

- a. Students      b. teachers      c. parents



### 2.2. WRITING TASK (10 MINUTES)

**2.2.1 Now, it's your turn!** Read the question and put a tick in the correct column according to your own information. Then, write your complete answers by using the frequency adverb. Look at the example in (a):

How frequent or how often do you...?	Always	Usually	Often	Sometimes	Hardly ever	Never
...eat in secret?						
...eat too little?				✓		
...worry too much about your weight?						
...sleep well?						
...vomit after eating?						

- a. *I sometimes eat too little.*
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

### 2.2.2 FOLLOW UP ACTIVITY: SURVEY

Based on the previous exercise, contact 5 of your classmates and interview them using the question **HOW OFTEN...?** Then, report the results of your survey using the following model:

A survey about eating disorders implemented with 8th graders of the \_\_\_\_\_ school, showed the following results:  
(name of the school)

A. \_\_\_\_\_ out of 5 students \_\_\_\_\_.  
(number) (adverb of frequency) (eating disorder)




#### Example:

A survey about eating disorders implemented with 8<sup>th</sup> graders of the Carlos Castro Saavedra school, showed the following results:  
(name of the school)

A. Three out of 5 students usually eat in secret.  
(number) (Adverb of F.) (eating disorder)

### 3. ASSESSMENT TASKS (5 MINUTES)

Mark with a tick in the option that best applies for each statement. Then, answer the questions with the help of your parents.

Check your progress	 13*	 14*	 15*	Discuss with your parents, then answer the questions below
	Very well	Quite Well	With difficulty	
I can recognize vocabulary about negative health practices.				How many new words did you learn? _____
I can describe important signs of eating disorders.				Mention two types of eating disorders _____
I can give and ask for information about eating disorders.				_____

### THIS IS THE END

Congratulations, you can do amazing things. Continue practicing the vocabulary about eating disorders, and how to use frequency adverbs to describe important signs and illnesses caused by such disorders. You can check the useful resources as well. Finally, take care of yourself with simple but important hygiene habits.

### USEFUL RESOURCES

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

Vocabulary about Eating disorders:

<https://www.storyboardthat.com/lesson-plans/eating-disorders>

<https://www.nationaleatingdisorders.org/learn/glossary>

Grammar about Frequency Adverbs:

<https://www.englishworksheets.com/frequency.html>

<https://learnenglishkids.britishcouncil.org/grammar-practice/adverbs-frequency>



### ANSWER KEY

#### 1. Language tasks

##### 1.1 VOCABULARY TASK

1.1.1. Anorexia; 2. Bulimia; 3. Obesity; 4. Binge-eating

1.1.2. 1. C; 2. A; 3. D; 4. B

##### 1.2 GRAMMAR:

1.2.1 a. 6 days b. 7 days c. 1 day d. 0 days e. 5 days f. 3 days

1.2.2 X Frequency

1.2.3 Always Usually Often Sometimes Hardly ever Never  
100% 90% 70% 50% 5% 0%

#### 2. SKILLS TAKS

##### 2.1. LISTENING TASK:

2.1.1 PART TWO:

A. NEVER ; B. SOMETIMES; C. USUALLY; D. OFTEN

2.1.2. PART ONE:

1. B; 2. C; 3. A

##### 2.2. WRITING

**2.2.1. Now it's your turn! Answers may vary in the spaces.**

**b. I \_\_\_\_\_ eat too little.**

**c. I \_\_\_\_\_ worry too much about my weight.**

**d. I \_\_\_\_\_ sleep well.**

**e. I \_\_\_\_\_ vomit after eating.**

### ORIENTACIONES FINALES PARA LOS PADRES DE FAMILIA

Una vez su hijo o hija 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 algunas enfermedades causadas por los desórdenes alimenticios
- Enséñame qué palabras se utilizan para expresar frecuencia y dame un ejemplo de una oración.
- ¿Cuánto tiempo te tomó desarrollar toda la guía?
- ¿Qué recursos usaste?
- ¿Qué estrategias utilizaste?

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11. Ministerio de Educación Nacional (2016). Way to go! 8th Grade. Bogotá D.C. – Colombia. Retrieved from [www.colombiaaprende.edu.co/colombiabilingue](http://www.colombiaaprende.edu.co/colombiabilingue).
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