



"BEYOND THE CLASSROOM" ENGLISH SELF-STUDY GUIDE

School

City

Teacher's name

Student's name

Grade

8

Level

A2

ORIENTACIONES PARA LOS PADRES DE FAMILIA

Estimados padres, de familia y/o acudientes:

Continuamos con nuestra labor, apreciamos su compromiso excelente actitud y trabajo en equipo para el beneficio de nuestros jóvenes a continuación detallamos las instrucciones de esta guía.

La presente guía de aprendizaje de inglés para el trabajo en casa se preparó con el fin de ayudar a su hijo o hija a dar información relacionada con desórdenes alimenticios, problemas de salud y sus remedios. No sólo tienen la oportunidad hacer lecturas de cómo ciertos hábitos influyen en nuestra salud sino también como ayudar a nuestro cuerpo a sentirse y estar más saludable. Su hijo (a) deberá dedicar una hora para desarrollar toda la guía. El trabajo aquí descrito se relaciona con las páginas (50 a la 58) del libro del estudiante Way to go Series! 8º, que está disponible en la plataforma Colombia Aprende. Se adjuntó la página del libro al principio de la guía para quienes tiene acceso a internet.

1. Sección 1: Su hijo(a) deberá relacionar una serie de imágenes y clasificarlos dentro de la casilla correspondiente a: desorden alimenticio, problema de salud o remedio.
2. Sección 2: Esta se divide en dos partes: en la primera parte su hijo (a) debe leer una situación y responder una serie de preguntas.

En la siguiente parte, observará un cuadro en donde encuentra unos ejemplos relacionados con la parte gramatical para luego contestar otra serie de preguntas.

3. Sección 3: el estudiante debe observar y ordenar unas oraciones.
4. Sección 4: Esta se divide en dos partes: primero debe contestar de forma escrita una serie de preguntas relacionada con la situación vista en la sesión 2.

Luego, debe observar un brochure (folleto) y escoger un desorden alimenticio. Una vez escoja este su hijo (a) diseñará un brochure similar (puede editar el template asignado en esta parte).

5. En la parte inferior encontrarán un espacio con algunos recursos como enlaces de apoyo para practicar casa en el tiempo libre. Además, encontrarán también las respuestas de la guía. A su

vez, podrán observar un cuestionario útil que usted podrá usar para verificar el trabajo de su hijo o hija.

De esta forma se puede evidenciar cómo su hijo (a) a través del desarrollo y práctica de esta guía, puede clasificar información con temas relacionados a desórdenes alimenticios, problemas de salud y remedios, describir situaciones basadas en rutinas y hábitos saludables. Además, podrá familiarizarse con la sección de lectura del examen Saber 11, lo cual contribuirá a que logre un mejor desempeño del mismo.

Esperamos seguir contando con su valiosa colaboración y supervisión del desarrollo de las diferentes actividades y autoevaluación de su aprendizaje, la cual se encuentra al finalizar la guía.

WELCOME TO THIS SELF-STUDY GUIDE

This English self-study guide helps you classifying and describe eating disorders, health problems and remedies in oral and written form. All the activities are related to the topic of personal care habits presented in Way to Go Student Book 8 - Module 2 /Unit 1 /Lesson 1. It starts with some vocabulary activities. Then you have to read and answer some questions about a situation. Besides, it asks you to design a brochure based on the vocabulary given.

Topic	Skill(s)	Grammar	Vocabulary	Function(s)
What is an eating disorder?	Reading Writing Speaking	First Conditional	-Health problems and remedies - Eating disorders	Describing habits and routines.

GET READY

Study time needed: 1 hour	Resources: <i>Textbooks, pictures, papers, dictionaries,</i>	Textbooks Links: - <i>Way to go 8° pages (50-58)</i> - https://drive.google.com/file/d/13K266LXpwzzq-NSXRevTBGeSkFG5ezNp/view
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LEARNING OBJECTIVES

LEARNING STRATEGIES

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

- To classify some information related to eating disorders, health problems and remedies.
- To describe situations based on routines and habits.

What can you do to achieve the objectives?

- Read carefully all the instructions for each task.
- Use the dictionary only if it is absolutely necessary.
- Use your prior knowledge trying to infer the meaning. You should not translate word by word.

ACTIVITIES

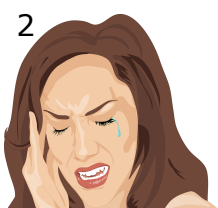
1. LANGUAGE TASKS

VOCABULARY TASKS (time 10 min) 

A. Look at the following pictures and classify the eating disorders, health problems and remedies into the chart below.



Obesity



Headache



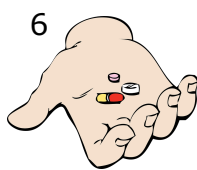
Anorexia



Fruits



Earache



Pills



Drunkorexia



Cough



Tea



Stomach-ache



Permarexia



Oats

<i>Health problems</i>	<i>Eating disorders</i>	<i>Remedies</i>

Reading (10 minutes) 

1. Read the following situation and then answer the questions

13



Lucas is very depressed about his overweightness because he is being bullied at school by his partners and for that reason he doesn't want to go back to school. **If he goes to school, he will suffer a lot.** Besides, when he looks at himself in front of the mirror, he doesn't like what he looks like.

He has decided to go to the doctor because he is also suffering from anxiety; he feels like **If he eats a lot, he will have to go to the bathroom to throw up** and that happens almost every time he eats.

A. What eating disorder do you think Lucas suffers from?

B. What health problems does he have?

C. What do you think is causing his anxiety/depression?

Grammar tasks (10 minutes)

2. Concept Check Questions

- **If he goes to school, he will suffer**
- **If he eats a lot, he will have to go to the bathroom to throw up**

A. Is the person referring to a real or a possible situation? _____

B. Will he have consequences if he goes to school or if he eats a lot? _____

C. Are the underlined sentences in Simple present? _____

D. What tense do we use after the underlined expressions? Put a check mark next to the tense you consider:

Simple present _____ Future tense _____ Past tense _____

E. When will Lucas have to go to the bathroom? _____

Language tasks (10 minutes):

3. Unscramble the following sentences. The first one is an example.

1. *He/If/ doesn't/ will/eat healthy/have eating disorders/he.*

If he doesn't eat, he will have eating disorders.

2. *If/Anne/ won't/ go to the doctor /she/drink/doesn't /alcohol/a lot .*

3. *I /won't /take/If /a pill/have/a headache/I.*

4. *Lucas/will/if/throw up/eats a lot/he.*

5. *you/listening to/continue/music a loud/have/an earache/will/if/you.*

4. SPEAKING TASK (15 minutes):

Part I: Think about the following questions and write your answers.

1. What will you do in Lucas' situation?


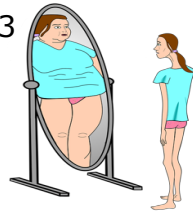
2. If you have the same symptoms, what remedies will you take? _____

Part II: Observe the brochure below carefully and design another one taking into account the vocabulary given and one of the following eating disorders. Write about it and how to avoid it.




Obesity	Anorexia	Drunkorexia	Permarexia
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Sample:

BROCHURE

<p>14</p>  <p style="text-align: center;">EATING DISORDER?</p> <p>A paragraph here defining this disorder.</p> <p>Examples.</p> <p>Photos</p>	<p>What are the signs of an eating disorder?</p> <p>3 different signs:</p> <ol style="list-style-type: none"> 1- 2- 3- <p>ANOREXIA as characterized by:</p> <p>Subtitle here</p> <p>A paragraph with the characteristics of Anorexia</p> <p>Some subtypes of anorexia</p> <ol style="list-style-type: none"> 1- Restricting type: 2- Binge-eating-purging type: 	<p>A definition of bulimya for example:</p> <p>Some characteristics.</p> <p>Include pictures examples</p> <p>3</p> 
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Use this format to design your brochure or feel free to use your own design.

<p>After finishing the self-study guide,</p> <p>I can ...</p>	<p>Awesome</p> <p>15</p> 	<p>Good</p> <p>16</p> 	<p>I need more time to practice</p> <p>17</p> 
<ul style="list-style-type: none"> • Use the vocabulary about eating disorders and remedies in a real situation. 			
<ul style="list-style-type: none"> • Understand and identify specific information from a text. 			
<ul style="list-style-type: none"> • Give advice about how to avoid eating disorders. 			
<ul style="list-style-type: none"> • Design a brochure about eating disorders. 			
<ul style="list-style-type: none"> • Invite teenagers to avoid eating disorders 			

THIS IS THE END

Congratulations, you can do amazing things. Continue practicing how to talk about eating disorders, health problems and remedies in spoken and written form. You can check the useful resources as well.



Finally, don't forget to continue taking care of yourself with healthy food and doing exercises.

USEFUL RESOURCES

1. [Online English Spanish dictionary - https://dictionary.cambridge.org/es/diccionario/ingles-espanol/](https://dictionary.cambridge.org/es/diccionario/ingles-espanol/)
2. <https://www.youtube.com/watch?v=49nKFAlidoPI>
3. <https://www.youtube.com/watch?v=9ifCM8kJFKI>

ANSWER KEY

Vocabulary task:

- Health problems: earache, stomach-ache, cough, headache
- Eating disorders: obesity, anorexia, drunkorexia, permarexia
- Remedies: tea, oats, pills, fruits

Reading task:

- A. He suffers from obesity
- B. He has throwing up problems
- C. The bullied problem at school

Grammar task:

- a. Real
- b. Yes, he will.
- c. Yes, they are.
- d. Future tense
- e. He has to go to the bathroom when he eats a lot.

Language task:

- a. If Anne doesn't drink a lot of alcohol, she won't go to the doctor.
- b. If I take a pill, I won't have a headache.
- c. Lucas will throw up if he eats a lot.
- d. If you continue listening to music a loud, you will have an earache.

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?
- Escuchemos juntos el video / la grabación de audio que hiciste.
- Cuéntame, ¿qué tan claras crees que fueron tus instrucciones para tus compañeros? ¿Por qué?
- ¿Qué crees que podemos hacer juntos para ayudarte a seguir mejorando la escritura y lectura en inglés?
- ¿Qué crees que puedes hacer para seguir mejorando tu habilidad de entender lo que alguien dice en inglés?
- ¿Cuánto tiempo te tomó desarrollar toda la guía?
- ¿Qué recursos utilizaste?

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