

PROPÓSITO:

Students will read and understand short and simple descriptive and argumentative texts from different sources, on topics that are familiar to them, through guided exercises and creative activities so that, they take a critical position regarding the subject matter contained in said texts.

Suggested texts, Module 2 "Health: eating disorders, of "Way to go 8" text guided.

Los estudiante leerán y comprenderán textos descriptivos y argumentativos cortos y sencillos de diferentes fuentes sobre temas que le son familiares, a través de ejercicios guiados y actividades creativas, para que tomen una posición crítica frente a la temática contenida en dichos textos.

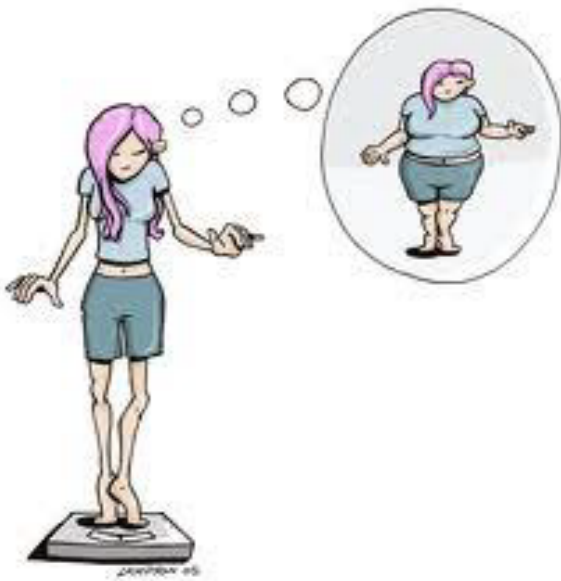
Sugerido, Modulo 2 "Salud: desórdenes alimenticios" libro guía "Way to go 8"

DBA Nro. 1. Solicita y brinda información sobre experiencias y planes de manera clara y breve. Para esto, utiliza información propia o de situaciones que le son familiares, empleando el vocabulario conocido y apoyándose en sus compañeros y el profesor.

Requests and provides information about experiences and plans in a clear and brief manner using his/her own information or information about familiar situations. Likewise, the student uses familiar vocabulary and may ask for assistance from classmates and/or the teacher.

Goal:

Formular iniciativas para la prevención de desórdenes alimenticios. Formulate initiative for the prevention of eating disorders.



MOTIVACIÓN:

STEP 1. PASO1

1. Watch each video, think and reflect: Observe los videos, piense y reflexione:

Video 1: " Better brain health":

[Better brain health \(in english\)](#)

[How the food you eat affects your brain](#)

Video 2 : "12 tips to be healthy"

<https://www.facebook.com/WHO/videos/2812713388774026/>

2. Write your reflections in your notebook, a paragraph to each video.

Video 1

Video 2

3. Make a list about the vocabulary that you identify in the videos (20) words.

Elabore una lista del vocabulario que identificaste en los videos, en orden alfabético (20 palabras) o ilustra cada palabra, así:

EXAMPLE

a. Healthy: Saludable:

EXPLICACIÓN:

-Lexical: Vocabulary refers to parts of the body, symptoms and medication, diseases/eating disorders, transitions, expressions to describe symptoms.

Unit 1: What is an Eating Disorder? This is about:

Language Functions

1. Describe minor illnesses and give suggestions
2. Describe symptoms of eating disorders and express conditions
3. Describe past experiences
4. Recognize negative health practices.

Text Types:

5. Webpage, poster, conversation, questionnaire, narrative text, informative article, descriptive paragraph.

Unit 2: Healthy Food Choices. This is about:

Language Functions

6. Ask for and give information about eating habits
7. Make suggestions about eating habits
8. Ask for and give information about the ingredients of a dish
9. Give information about the nutritional value and health benefits of food

Text Types:

10. nutrition advice, survey, descriptive paragraph, narrative paragraph, conversation, blog,

recipe, nutrition quiz, informative article, interview,

Unit 3: Body and Mind Connection. This is about:

Language Functions

11. Describe emotions and feelings
12. Express conditions
13. Ask about past experiences
14. Give and ask for suggestions

Text Types:

15. Wiki webpage, online advertisement, descriptive paragraphs, narrative texts, instructions, interviews, newspaper article.

-Grammar: adverbs of frequency, WH questions, Present and past tenses, zero conditional.

1. ADVERBS OF FREQUENCY, Videos: [Adverb of frequency](#) [Adverbs of frequency \(different verbs and to be verb\)](#)

2. WH QUESTIONS: [Video: WH questions](#). [Video: wh questions](#)

3. PRESENT AND PAST TENSES (review) [Video: Present and past tenses \(review\)](#)

4. ZERO CONDITIONAL: Tanto la oración condicional como el resultado, van en presente simple, por que se refieren a verdades y hechos reales, veamos:

[Zero conditional](#). [Zero Conditional](#)

5. FIRST CONDITIONAL: La oración condicional, va en presente simple, y la oración resultado o principal, se expresa en futuro con will / Be going to, o los verbos modales (can, could, might, should, must...)

[First conditional](#).

Ten en cuenta que para usar expresiones en tiempo futuro, se debe tener presente las diferencias entre el WILL y el BE GOING TO, Veamos el siguiente video de Isabella y Phillip:

[Diferencias entre el Will y el "Be" going to](#).

[Will y going to, ejercicios](#).

EJERCICIOS:

STEP 1. PASO 1

Look at the photos and complete the number with the corresponding words.



- _____ VIRUS
- _____ STOMACH ACHE
- _____ WASH YOUR HANDS
- _____ TOOTHACHE

STEP 2. PASO 2.



Make a vocabulary (10 words) that you identify in the image.

1. _____
2. _____

Step 3. paso 3