

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.

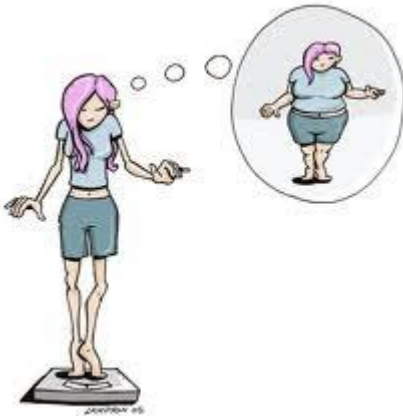
Suggested texts, Module 2 "Health: eating disorders, of "Way to go 8" text guided.

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"

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. Write your reflection

in your notebook.

Video 1: " How to be Healthy"

<https://www.youtube.com/watch?v=wwwXxVT61O4>

I believe that.....

Video 2: "12 tips to be healthy"

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

2. Write in your notebook, the "12 TIPS TO BE HEALTHY"

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

3. Illustrate with a drawing each of the 12 tips in the previous point.

Example: Tip No. 1: Eat a healthy Diet



“Take care of your body. It's the only place you have to live in.”

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:

Unit 2: Healthy Food Choices. This is about:

Language Functions

1. Ask for and give information about eating habits
2. Make suggestions about eating habits
3. Ask for and give information about the ingredients of dishes
4. Give information about the nutritional value and health benefits of food

Text Types:

5. 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

6. Describe emotions and feelings
7. Express conditions
8. Ask about past experiences
9. Give and ask for suggestions

Text Types:

10. Wiki webpage, online advertisement, descriptive paragraphs, narrative texts, instructions, interviews, newspaper articles.

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

ADVERBS OF FREQUENCY: always usually often sometimes hardly ever never. (Pag. 51) Son expresiones que indican el número de veces que se repite la acción o cosa observada. Dar click en este link para entender mejor sobre los adverbios de frecuencia:

[a59dd5969c-frequency-adverb.pptx](#)

%	Adverb of Frequency	Example
100%	Always	I always study after class
90%	Usually	I usually walk to work
80%	Normally / Generally	I normally get good marks
70%	Often / Frequently	I often read in bed at night
50%	Sometimes	I sometimes sing in the shower
30%	Occasionally	I occasionally go to bed late
10%	Seldom	I seldom put salt on my food
5%	Hardly ever / Rarely	I hardly ever get angry
0%	Never	Vegetarians never eat meat

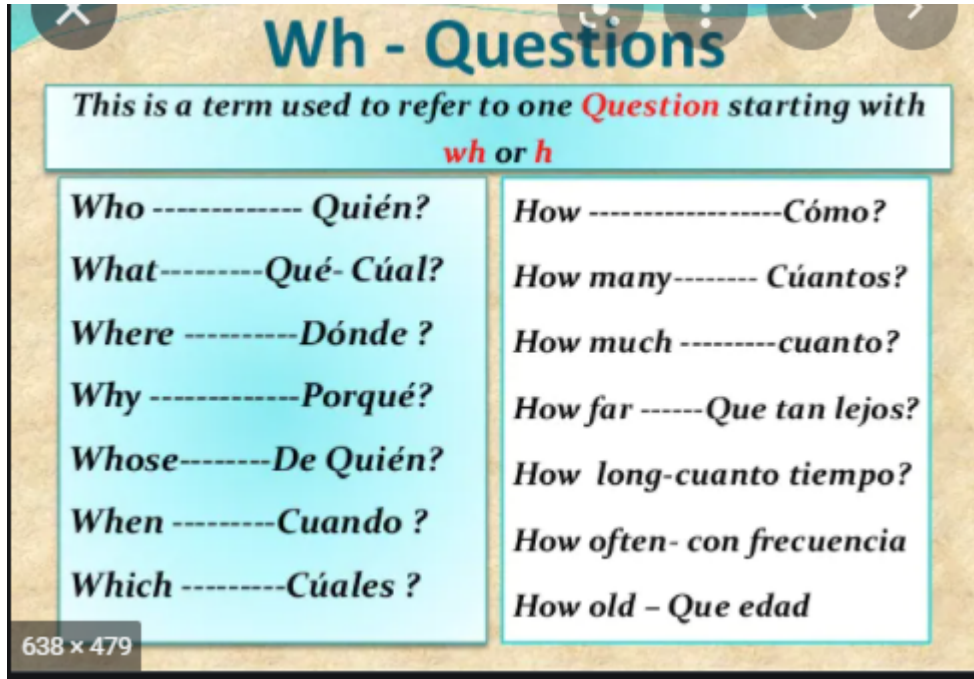
Subject + Adverb + Main Verb Daniel always passes his exams.	Subject + BE + Adverb He is always happy.
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WH QUESTIONS: Corresponden a las expresiones que indican indagar información general o específica, explícita o implícita de cualquier situación de la vida real o en textos. En Inglés estas expresiones son: Who - Whom, quién; Whose, cuyo; what, qué; which, cuál; Where, dónde; When, cuándo; Why, por qué; How, cómo; el término How, con un adjetivo para preguntar por las características de algo. Recordemos que en Inglés, el adjetivos siempre es en singular y no cambia de género. Muchas de esas frases se traducen al español de manera totalmente distinta o son muy

complicadas, por lo que debemos tratarlas como frases hechas, ejemplos: How much, How many, cuánto; How often, con qué frecuencia; How long, cuánto dura, cuánto tiempo, cuánto hace; how tall, cuánto mide, How old, cuántos años o qué edad; How big, qué tamaño; también se puede combinar con otros adjetivos: interesting, tired, hungry, expensive, fast, cold, hot, early, late, pretty, en fin...

Watch the video about the use of "Wh" questions en inglés, como también de yes/no .

<https://www.youtube.com/watch?v=uzx-mIErbE>



ZERO CONDITIONAL (PRESENT TENSE):

Acciones que se dan en un tiempo estable como por ejemplo rutinas, hábitos, expresiones de acciones reales, verdaderas, hipotéticas o condicionadas:

If you don't drink enough water, you may get a headache.

If you drink more water, you feel better.

Para entender mejor este tipo de oraciones compuestas Zero Conditional (tiempo presente simple), da click en el link:

<https://www.youtube.com/watch?v=Nkx00g2njo>

ENGLISH GRAMMAR ZERO CONDITIONAL

IF CONDITION, + RESULT

PRESENT SIMPLE + PRESENT SIMPLE

✓ If you leave ice in the sun, it melts.

IF CONDITION RESULT

Zero conditionals are used for facts that are generally true and do not change. It refers to a general situation that always happens if a condition is met.

CONDITION RESULT

IF CLAUSE, + MAIN CLAUSE

If you stand in the rain, you get wet. ← COMMA IS NECESSARY

RESULT CONDITION

MAIN CLAUSE + IF CLAUSE

You get wet if you stand in the rain. ← NO COMMA

www.grammar.cl www.woodwardenglish.com www.vocabulary.cl

EJERCICIOS:

STEP 1. PASO 1

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

1. 

2. 

3. 

4. 

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

STEP 2. PASO 2.



According to the image make a list with some words that you identify in this image (10 words).

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Step 3. paso 3



According to the image answer the following questions:

1. How many FOOD GROUPS are there: _____

2. Write the FOOD GROUPS _____

3. What kind of food belongs to each group?

STEP 3. PASO 4.

ANSWER THE FOLLOWING ACTIVITIES CONTAINED IN THE "WAY TO GO" BOOK.

Responda las siguientes actividades contenidas en el libro : " WAY TOGO"



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

1. FROM PAGE 51 ANSWER POINT 4. De la página 51 responda el punto 4
- 2 FROM PAGE 52. ANSWER POINT 7.
3. From page 57 answer point number 5.
4. From page 61 answer point number 4
5. From page 62 answer point number 6 y 7.
6. From page 67 answer point number 6 y 7
7. From page 71 answer point number 3

EVALUACIÓN:

Make an ORAL PRESENTATION about " health fair to create an eating disorder prevention plan".

Organize the material into a presentation of guidelines to prevent eating disorders. Try to:

11. motivate and engage your audience (posters, games, quiz, pictures, recipes)
12. inform your audience (texts, survey results)
13. persuade your audience (suggestions on nutrition, mindful living and healthy behaviour).



BIBLIOGRAFÍA:

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

Links de YouTube

"Way to go 8" Mineducación. "La Educación es para Todos" Ediciones S M. S.A. Bogotá, D. C. de Colombia. Páginas 160.