

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

School \_\_\_\_\_

City \_\_\_\_\_

Teacher's name \_\_\_\_\_

Student's name \_\_\_\_\_

Grade

11

Level

B1

### ORIENTACIONES PARA LOS PADRES DE FAMILIA

Esta guía de autoestudio dirigida a la asignatura de inglés se creó con el fin de ayudar a su hijo a aprender sobre los desórdenes alimenticios y la importancia de identificarlos. Su hijo (a) deberá dedicar una hora para desarrollar toda la guía. La guía está dividida de la siguiente manera:

- **La actividad 1:** Es una lectura sobre los desórdenes alimenticios y las posibles consecuencias de padecerlos.
- **La actividad 2:** En esta actividad el estudiante clasificará las imágenes con la enfermedad que corresponda.
- **La actividad 3:** Se trata de completar una tabla con los alimentos que ha consumido con frecuencia.
- **La actividad 4:** Se trata de escribir una pequeña descripción sobre un hábito alimenticio.
- Por último, **la actividad 5** es para que su hijo(a) autoevalúe lo aprendido.

Además, se le ofrecen al estudiante las respuestas correctas y recursos adicionales que pueden servirle de apoyo. Agradezco de manera atenta su participación supervisando que su hijo(a) realice las actividades de manera satisfactoria. En la parte final de la guía usted encontrará unas preguntas para que pueda comprobar el aprendizaje de su hijo(a).

### WELCOME TO THIS SELF-STUDY GUIDE

In this English self-study guide you are going to learn about eating disorders. All the activities presented here are related with that vocabulary. It starts with a reading and then you should classify some illness. Then, we have an activity where you can practice what you have learned.

Topic	Skill(s)	Grammar	Vocabulary	Function(s)
<b>Eating Disorders</b>	Writing Reading	First Conditional	Illness	Talking about health

### GET READY

<p><b>Study time needed:</b></p> <p><b>1 hour</b></p>	<p><b>Resources:</b></p> <p><i>English Dictionary</i></p> <p><i>Way to go digital File</i></p> <p><i>Pencil</i></p> <p><i>Eraser</i></p>
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### LEARNING OBJECTIVES

<p><i>What will you learn/practise/reinforce with these activities?</i></p> <ul style="list-style-type: none"> <li>• To talk about good eating habits.</li> <li>• To examine how to live healthy.</li> </ul>	<p><i>What can you do to achieve the objectives?</i></p> <ul style="list-style-type: none"> <li>• Read all the instructions given.</li> <li>• Write down the new vocabulary in your notebook.</li> <li>• Make a glossary of new words.</li> </ul>
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ACTIVITIES

VOCABULARY TASK (10 Minutes)

A. Match the health problems to the correct picture.

1. Anemia    2. Dehydration    3. Hair loss  
4. Low self-esteem    5. Bullying    6. Diabetes  
7. High blood pressure    8. Obesity

1



A Obesity

2



B

3



C

4



D



La educación  
es de todos

Mineducación



5



E

6



F

7



G

8



H

## VOCABULARY TASK

### B. Think about all the food you frequently eat.

Make notes under the headings. Include food and drinks.

BREAKFAST	LUNCH	SNACKS	DINNER

## READING ACTIVITY

People with eating disorders have abnormal attitudes to food that causes them to change their eating habits and behavior. They may focus excessively on their weight and shape and make unhealthy choices about food which can damage their health. Eating disorders include a range of conditions that can affect someone physically, psychologically and socially. The most common eating disorders are: **ANOREXIA NERVOSA**, trying to keep weight as low as possible, by starving yourself of exercising excessively and **BULIMIA**, trying to control weight by eating too much and then to vomit or using laxatives.

## EFFECTS OF EATING DISORDERS

- Anemia
- Dehydration
- Hair loss
- Low self-esteem
- Bullying
- Diabetes
- High blood pressure
- Obesity

**ANSWER THE FOLLOWING QUESTIONS TAKING INTO ACCOUNT THE PREVIOUS READING**

1. Which is NOT a type of eating disorder?
  - A. Being a vegetarian
  - B. Bulimia
  - C. Compulsive overeating
  - D. Anorexia
  
2. Obsessed with the desire to be thin describes:
  - A. Bulimia
  - B. Compulsive overeating
  - C. Anorexia
  - D. All of them.
  
3. Possible hair loss, anemia, obesity and even death describes:
  - A. All of them.
  - B. Bulimia
  - C. Compulsive overeating
  - D. Anorexia
  
4. Regular visits to the restroom after eating large quantities of food describes:
  - A. All of them.
  - B. Bulimia
  - C. Compulsive overeating
  - D. Anorexia

## LANGUAGE AWARENESS (Grammar – First Conditional)

Read the following sentences.

- a. If you eat healthy, you won't get sick.
- b. If you eat too much fast food, you will get sick.
- c. If you eat too much, you will get fat.
- d. If you do exercise, you will keep fit.

First Conditional (Real future)	
If clause	present simple
Result clause	<b>will</b> + infinitive
Example	<i>If I get good results, I will go to university.</i>

### 1. We use the first conditional to

- a. Express consequences.
- b. Talk about things.
- c. Organize ideas.

### 2. The "IF" clause for the first conditional clause is in:

- a. Present simple.
- b. Future Simple.
- c. Present Perfect.

### 3. The result clause for the first conditional is in:

- a. Present simple.
- b. Future Simple.
- c. Present Perfect.

### 4. To write the positive consequence in the first conditional we:

- a. Use the future simple will + infinitive form.
- b. Use the auxiliary verb have/has + infinitive form.
- c. Use just the verb in the past simple.







**ASSESSMENT TASKS** Check your progress

**SELF-ASSESSMENT**

**This is how I think I am doing.**

<b>Check your progress</b>	9 	10 
I follow the teacher's directions.		
I try my best on all my work.		
I am responsible.		
I learned new vocabulary.		
I get my work done when I am supposed to		

**THIS IS THE END**

Congratulations, you can achieve everything you set your mind to. Continue practicing the vocabulary. Check out the resources given here as well.

**USEFUL RESOURCES**

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

### ANSWER KEY

#### VOCABULARY TASK

A8, B7, C2, D1, E4, F3, G5, H6

#### VOCABULARY TASK

##### EXAMPLES:

BREAKFAST	LUNCH	SNACKS	DINNER
2 scramble eggs + tomato + chopped onion + 1 arepa + cream cheese + tea or coffee	A cup of rice + 100 grs roast meat + bowl of vegetables + a low sugar juice	An Apple + 1tbsp peanut butter. 6-9 strawberries + 50grs papaya + 20g de nuts	100grs chicken breast + 1tbsp Milk cream + bowl of vegetables

#### READING ACTIVITY

- 1.A
- 2.C
- 3.A
- 4.B

#### LANGUAGE AWARENESS

- 1.A
- 2.A
- 3.B
- 4.A

### ORIENTACIONES FINALES PARA LOS PADRES DE FAMILIA

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

- A. Menciona uno de los desórdenes alimenticios y al menos tres efectos de este.**
- B. ¿Qué recursos utilizaste para llevar a cabo el desarrollo de la guía?**
- C. ¿Cuánto tiempo te tomó desarrollar toda la guía?**
- D. ¿Hubo alguna actividad que se te dificultó? ¿Cómo crees que la entenderías mejor?**

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School	La Unión

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