



I.E. JOSÉ MIGUEL DE RESTREPO Y PUERTA  
COPACABANA, ANTIOQUIA

## WORKSHOP N°5

DATE:

PERIOD:

COURSE:

TEACHER:

**THROUGHLINE:** a healthy life

**GENERATIVE TOPICS:** What we like, about quantity, Commands and advices, Expressing feelings  
Food and cooking verbs

**OVERARCHING GOALS:** Students will be able to request and provides information about experiences and plans in a clear and brief manner

**GRAMMAR POINTS.** Simple Present, Frequency adverbs (always, never, every day, twice) Actions to express routines, Verbs + infinitive, Uncountable and countable nouns

**NOMBRE:**

### I'M INTERESTED IN MY HEALTH

1. It is the International Week of Eating Disorders at Kennedy School. The school has created a webpage to inform students about the activities. Read the webpage and answer questions a–d.
  - a. There's a health fair at the school. When is it? From 2nd to 9th June.  
\_\_\_\_\_
  - b. Where can you find information about being overweight in Colombia?  
\_\_\_\_\_
  - c. Where can you find information about the symptoms of anorexia?  
\_\_\_\_\_
  - d. How can you contact a health specialist?  
\_\_\_\_\_

**Kennedy School International Week of Eating Disorders**

**HEALTH NEWS**  
Health Ministry reports half the population of Colombia is overweight.  
Do you often have headaches? Do you feel low in energy? Are you worried about obesity?  
Get a health check! Read more: [Colombianews.com](http://Colombianews.com)

**Doctor speaking!**  
What is an eating disorder? Talk to the health specialist!  
Telephone: 364-555-896

**HEALTH CHECKLISTS**  
Not sure if your friend has an eating disorder? Use these checklists to find out.  
*Helping you prevent: Anorexia, Bulimia, Binge-eating*

**Join us! Show you care!**  
Health Fair 2<sup>nd</sup>–9<sup>th</sup> June  
Special events! Healthy recipes! Active life workshops!  
Talks, competitions, concerts ... and more!

**EATING DISORDERS - REAL STORIES!**  
Read Claudia and Nicolás's stories about recovering from eating disorders.

**The Digital Storytelling Project**  
Share your personal stories to work out problems together.

2. Jaime and Andrea want to help their friend Nicolás. Listen and note down the sections of the webpage they discuss. Then, listen again and tick the ideas (a–e) they discuss. (track 18, page 51)

- a. Read real stories about people with eating disorders.
- b. Get in touch with a psychologist or a health specialist.
- c. Share Nicolás's personal story online.
- d. Invite him to go to the Health Fair.
- e. Talk to his family about the problem.

3. Which is the best idea in exercise 2? Discuss with a partner.

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4.  **Read »** Look at the poster. Match the photos (a–e) with the phrases.



eats too little

eats in secret

worries too much about their weight


can't control their eating

vomits after eating

Do you care about your friends?  
These are some symptoms or signs of a possible eating disorder. If your friend ...

- a. eats in secret
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

... he/she may have an eating disorder!

5.  Listen to Jaime and Andrea talking about Nicolás. Complete the sentences with the correct adverb. (track 19, page 51)

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.

**LISTEN, COMPLETE THE BLANKS AND TRANSLATE. (TRACK 18 PAGE 51, Grade8)**

<https://youtu.be/UBOtdgQgDGE>

**Andrea:** What's \_\_\_\_\_?

**Jaime:** Well, I \_\_\_\_\_ my best friend \_\_\_\_\_ an \_\_\_\_\_ disorder. I \_\_\_ to help him but I don't \_\_\_\_\_ how.

**Andrea:** Umm, Well, \_\_\_\_\_ a page on the school \_\_\_\_\_ about eating \_\_\_\_\_. Let's have a look. There's of \_\_\_\_\_ on here, and stories of \_\_\_\_\_ people who \_\_\_\_\_ had these problems. This is \_\_\_\_\_!

**Jaime:** Yeah, and \_\_\_\_\_ here. You \_\_\_\_\_ make an appointment to \_\_\_\_\_ with a \_\_\_\_\_ or a \_\_\_\_\_ doctor. I \_\_\_\_\_ we \_\_\_\_\_ to tell an adult about Nicolás. I'll \_\_\_\_\_ an \_\_\_\_\_ right now.

**Andrea:** Yeah, it's the best thing to \_\_\_\_\_. We \_\_\_\_\_ all go together to the Health Fair next week, too – so he \_\_\_\_\_ he \_\_\_\_\_ alone.

**Jaime:** \_\_\_\_\_ idea!

**LISTEN, COMPLETE THE BLANKS AND TRANSLATE. (TRACK 18 PAGE 51, Grade 8 EW)**

<https://www.youtube.com/watch?v=7hDiVjKdPIE>

**Jaime:** \_\_\_\_\_ at this poster! Interesting! Hey, Andrea! What \_\_\_\_\_ you \_\_\_\_\_? Does Nicolás \_\_\_\_\_ in secret?

**Andrea:** Umm ... I've never \_\_\_\_\_ him doing that.

**Jaime:** Does he \_\_\_\_\_ his \_\_\_\_\_?

**Andrea:** Well, he \_\_\_\_\_ very quickly and yeah ... sometimes it's \_\_\_\_\_ he \_\_\_\_\_ stop.

**Jaime:** And he \_\_\_\_\_ worries about his \_\_\_\_\_.

**Andrea:** And you \_\_\_\_\_ what? His sister \_\_\_\_\_ me he often \_\_\_\_\_ after eating.

**Jaime:** We \_\_\_\_\_ tell a teacher about him. He \_\_\_\_\_ help now.

**Andrea:** Yes, he \_\_\_\_\_!