

School Name: Colegio Nocturno de Osa

Group: _____

Teacher: Johnny Cordero Vargas

Subject: Academic English

U1-Scenario: Recipes for Success

Deliver date: _____

Theme: Ingredients for Healthy Living

Student's full name: _____

Assessment Strategy: R.2 Extracts specific information in straightforward printed texts.



1. Me preparo para hacer la guía Getting ready to work on my self-study guide.
Pautas que debo verificar antes de iniciar mi trabajo. / Aspects to verify before I start working:

Materiales o recursos que voy a necesitar / Materials needed

Suggested materials:

- Self-Study Guide U1-T1-R2, for March week 1.
- Pencil or pen and an eraser.
- English dictionary, or online dictionary.

Condiciones que debe tener el lugar donde voy a trabajar / Conditions of the place to work

- Good lighting (Buena iluminación)
- Work in a place where I can develop my school activities (Trabajo en un lugar donde puedo realizar mis tareas escolares).

Tiempo en que se espera que realice la guía / Expected time to work this self-study guide

- This guide will take me 80 minutes to be completed (Esta guía de trabajo me tomará 80 minutos para completarla)
- Work 40 minutes, take a 10 minutes break, and then work the 40 minutes left to complete the work (Trabajo por 40 minutos, tomo un descanso de 10 minutos y luego termino la guía de estudio en los 40 minutos restantes.)



2. Voy a recordar lo aprendido y/o aprender. Recalling what I learned and /or learn y/o aprender.

Al final de esta guía de trabajo autónomo yo puedo extraer información específica en textos impresos / At the end of this self-study guide, I can extract specific information in straightforward printed texts.

INDICACIONES GENERALES PARA ACTIVIDADES DE 2.1 a 2.3

- Voy a leer cuidadosamente las instrucciones para realizar cada actividad asignada en esta self study guide (guía de trabajo autónomo).
- Tengo a mano mi diccionario para consultar cualquier palabra que me genere duda.

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Task 2.1 I watch this video about healthy lifestyle, then I take notes in my notebook about the different ways to keep a healthy living. *Veó este video sobre un estilo de vida saludable, luego tomo notas en mi cuaderno sobre las diferentes maneras de mantener una vida saludable.*

https://www.youtube.com/watch?v=Cg_GW7yhq2o

Task 2.2 I think about the questions in the picture below.



Successful living is the ability to reach goals in life, whatever those goals may be. There is no single right way to be successful. What works for one person might not work for someone else. There may not be a perfect combination of ingredients that can guarantee success, but there are some basic things you can do to improve your chances of being successful in life, love, work, or whatever happens to be important to you.

Task 2.3 I write down ideas that called my attention from the paragraph above regarding to success and use the notes I took from the video. *Escribo ideas que llamaron mi atención desde el párrafo anterior con respecto al éxito y uso las notas que tomé del video.*

1.

2.

3.

4.

5.

6.

INSTRUCCIONES GENERALES PARA ACTIVIDAD 2.4

Leo este comentario sobre "Éxito para una vida saludable" donde mi profesor me explica en que consiste el éxito para una vida saludable. Luego realizo las actividades para dar consejos utilizando los modals.

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Success for a Healthy Living

Success is not about money, big houses and fast cars. It includes all parts of a person's life. Success should not be defined by what a person has materially, but rather by the life they have, the joy they bring to others and the happiness they feel inside. Sometimes people need advice in order to establish healthy habits in their life.

Task 2.4 To give advice and opinions of the best thing to do in a particular situation, we will use MODALS. I watch the video provided by the teacher, with a review of modals. Then I reinforce what I saw in the video with the information in the chart below the link. Para dar consejos y opiniones de lo mejor que se puede hacer en una situación particular, utilizaremos MODALS. Veo el video proporcionado por el maestro, con una revisión de modales. Luego reforzo lo que vi en el video con la información en el gráfico debajo del enlace.

<https://www.youtube.com/watch?v=ook85ENbak4>

Modals for Advice

Let's learn how to give advice!

English speakers use the modal verbs "should," "ought to" and "had better" to express that they think something is a good (or a bad) idea. "Should" is the most common way to give advice.

Look at these examples:

Affirmative	Negative	Question
A: I failed my test. B: Really? You should study harder.	Young children shouldn't watch violent TV shows.	I have a problem. Should I call my parents or my friend?
A: It's really cold outside. B: You ought to wear a warm jacket.	("ought to" is not usually used in the negative form)	("ought to" is not common in question form)
A: You had better slow down. You are driving too fast!	You had better not forget to pay your tuition. If you do, the university will kick you out!	("had better" is not usually used in question form)

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3. Practice what I learnt / Pongo en práctica lo aprendido

INDICACIONES GENERALES PARA ACTIVIDADES 3.1 a 3.5

Leeré cuidadosamente las actividades propuestas en este apartado de la self study guide y las realizaré cuidadosamente.

Task 3.1 I practice about using MODALS. If I have any doubt, I will watch the video again and go over the information provided in task 2.4.1 *hago la práctica sobre el uso de MODALS. Si tengo alguna duda, volveré a ver el vídeo y repasaré la información proporcionada en la tarea 2.4.1*

Grammar Practice Worksheet.

Rewrite the sentences using **Should**.

Example: My brother never gets up on time,
My brother should get up on time

1. My coworker never eats healthy food.

2. My friend doesn't get much sleep at night.

3. My classmates don't study exercise that much.

4. He never drinks water.

5. My friend doesn't get much sleep at night.

Pretend you're a school counselor giving advice to learners about how to implement healthy habits at school. Write suggestions using **should**, **ought to** and **had better**. Then have a short conversation with a partner. One student will be the counselor and the other will be his/her student.

Example:
study/two hours/ at night
You should study two hours at night/

SHOULD

get/eight hours of sleep/ every night.

drink/eight glasses of water/ every day.

OUGHT TO

read/a book/ at night

do/your homework/right after school

HAD BETTER

concentrate/during your class

study/before your final exams

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Task. 3.2 I match some subject specific words and their corresponding meaning. I will be using those words in the next activity. Asocio algunas palabras específicas del tema y su significado correspondiente. Usaré esas palabras en la próxima actividad.

Pre- Reading

Column A contains words from the next reading activity and Column B contains their corresponding meaning. Match meanings in Column B with their corresponding word in Column A.

Column A		Column B
Doses	()	1. Results, consequences.
Reward	()	2. Decrease, cut down.
Healthy	()	3. Abstinence from food.
Diet	()	4. Portion of a drug or other consumable.
Reduce	()	5. Payment, prize.
Bad mood	()	6. In good condition.
Effects	()	7. Feeling angry.



I will share my results to check in the classroom, with my classmates and teachers. Compartiré mis resultados para registrarme en el salón de clases, con mis compañeros de clase y maestros.

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Task. 3.3 I read the text and complete it with the words provided in the box. I go over the ANNEX to look for the reading and solve the practice.

READING

▲ Fill in the blanks with words from the box. Then choose a title.

Title: _____



Scientists around the world agree that the key to staying _____ and keeping fit is to eat less and do _____ exercise such as walking or cycling. However, people who exercise too intensively often _____ themselves by spending the rest of

the day in front of the TV set. At the same time, they have to eat more to give them _____ for the next workout. To avoid gaining _____, researchers suggest that going for a longer walk or riding a bike for a few hours may actually be better than high-energy exercise.

A low-fat _____ may be good for your waistline, but research suggests it may have negative psychological _____. Medical experts have found out that volunteers who followed a strict twenty-five percent fat diet reported feelings of depressions and bad _____.

Many of us already know that drinking coffee raises your blood _____ but according to the latest studies, it too, can make you bad-tempered. Mice that were given regular _____ of caffeine by researchers turned out to be more aggressive than others. On the other hand, chemicals found in tea can _____ the risk of heart _____ and have a positive effect on _____ levels and high blood pressure.

If you're a chocolate fan, there's good news for you! Recent studies have revealed that _____ found in chocolate can not only put you in a good mood but also _____ you from a variety of minor illnesses including colds, coughs, depressions and even help reduce the risk of _____ disease.

attacks
chemicals
cholesterol
diet
doses
effects
energy
healthy
heart
mood
physical
pressure
protect
reduce
reward
weight

I will share my results to check in the classroom, with my classmates and teachers

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Task. 3. 4 Now, in previous text I am going to underline key phrases or ideas that give examples of activities that can be done to achieve a healthy lifestyle. *Ahora voy a subrayar frases o ideas clave que dan ejemplos de actividades que se pueden hacer para lograr un estilo de vida saludable.*

Task. 3. 5 In my next activity, I am going to identify and write the main idea and some supporting details from the text. I am going to use a graphic organizer given by my teacher.

GRAPHIC ORGANIZER

What is the Main Idea?

Name _____

TITLE: _____

MAIN IDEA: _____

DETAIL: _____

DETAIL: _____

DETAIL: _____

Live Worksheets

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Matrices de Autoregulación y

Preguntas para evaluar mi trabajo	Con el trabajo autónomo voy a aprender a aprender: Evaluación Marco con (X) encima del símbolo que representa mi respuesta a cada pregunta.	
	¿Leí mi trabajo para saber si comprendí lo realizado?	
	¿Me aseguré de haber completado cada ejercicio de la guía?	
	¿Me gustó el trabajo que realicé?	
	Respondo lo siguiente el espacio bajo la pregunta: ¿Cómo puedo mejorar la próxima vez que realice la guía de trabajo autónomo?	

Preguntas para autoregular mi aprendizaje 	Con el trabajo autónomo voy a aprender a aprender: Autorregulación Marco con (X) encima del símbolo que representa mi respuesta a cada pregunta.	
	¿El trabajo de la guía me resultó interesante?	
	¿Aprendí nuevo vocabulario a través de la exploración de guía?	
	¿Solicite ayuda a alguien de mi familia o mi profesor/a con este trabajo?	

AUTOEVALUÓ MI APRENDIZAJE

Reviso lo que puedo hacer al finalizar las actividades. Marco con equis el recuadro que corresponde a mi logro.

Indicadores de aprendizajes	Aún no me siento satisfecho con lo logrado. Necesito mejorar.	Satisfecho con lo logrado, pero debo practicar más	Muy satisfecho con lo logrado
R.2.1 Recognizes subject specific words (healthy living) and their corresponding meaning.			
R.2.2 Uses specific words to complete texts about healthy living.			
R.2.3 Identifies the topic in a text about healthy living.			
R.2.4 Uses context clues to understand the overall message of texts about healthy living.			
R.2.5 Identifies main ideas from texts about healthy living.			
R.2.6 Identifies supporting details in texts about healthy living.			

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