



## “BEYOND THE CLASSROOM” ENGLISH SELF-STUDY GUIDE

**School**

**City**

**Teacher's name**

**Student's name**

**Grade**

8<sup>th</sup>

**Level**

A2

### ORIENTACIONES PARA LOS PADRES DE FAMILIA

En el marco de las acciones de contención sobre la emergencia del COVID19, en esta guía de autoaprendizaje de inglés se elaboraron actividades del modelo educativo flexible, según lo propuesto en los estándares básicos de competencias y las orientaciones pedagógicas, con el propósito de que los estudiantes de básica secundaria tengan herramientas a su disposición para continuar con su proceso educativo de forma autónoma y desde la comodidad de su hogar. Esta guía enfoca el inglés desde el conocimiento de lo básico en su hogar, su familia, su contexto que conlleve a un aprendizaje significativo, un trabajo colaborativo entre padres de familia y estudiantes. Para finalizar, lo invitamos a seguir las siguientes recomendaciones:

1. Hacerle acompañamiento a su hijo o hija durante el desarrollo de las actividades.
2. Establecer un horario para desarrollar las actividades.
3. No estresarse ni presionar al niño o niña durante el desarrollo de las actividades.
4. Ante cualquier duda o inquietud comunicarse con el docente del área.
5. Designarle a su hijo o hija un área de trabajo con lo que necesita, que sea cómoda y ordenada.
6. Tratar de alejarlo de distractores como la televisión o las redes sociales, a menos que sean necesarias para desarrollar las tareas.
7. Ayudar al niño o niña a construir el camino hacia la consolidación de los procesos de calidad en la enseñanza y aprendizaje del inglés en casa.

### WELCOME TO THIS SELF-STUDY GUIDE

This English self-study guide will help you describe actions or events at a time before now. The topic is related to places in the city.

First of all, you will have to relate some words to their respective description; then you will answer some questions about a short text, and finally, you will have to do the first mission in the App *Bethe1challenge*, and share your opinions with your classmates.



## SKILLS TASKS: Reading sub skills

**Scanning** is a reading technique to be used when you want to find specific information quickly. In scanning, you have a question in your mind and you read a passage only to find the answer, ignoring unrelated information.

### How to Scan:

- \* State the specific information you are looking for.
- \* Try to anticipate how the answer will appear and what clues you might use to help you locate the answer. For example, if you were looking for a certain date, you would quickly read the paragraph looking only for numbers.
- \* Use headings and any other aids that will help you identify which sections might contain the information you are looking for.
- \* Selectively read and skip through sections of the passage.

**Skimming** refers to the process of reading only main ideas within a passage to get an overall impression of the content of a reading selection.

### How to Skim:

- \* Read the title.
- \* Read the introduction or the first paragraph.
- \* Read the first sentence of every other paragraph.
- \* Read any headings and sub-headings.
- \* Notice any pictures, charts, or graphs.
- \* Notice any italicized or boldface words or phrases.
- \* Read the summary or last paragraph.

**Students will take 40 minutes for this activity.**

- II. **Read the text and choose the best option to complete the blanks in the text. Then, answer the questions below.**

The food pyramid is a good guide to eating a healthy diet. Carbohydrates are especially good for children and athletes because they 1 can **can/cannot** give a lot of energy and fibre. Fruit and vegetables are really good for everyone. They 2 \_\_\_\_\_ **can/cannot** keep you healthy because they are rich in fibre, vitamins and minerals that prevent many illnesses. Fibre is necessary for good digestion. Dairy products 3 \_\_\_\_\_ **can/cannot** help you to have strong bones and teeth because they are rich in calcium. Proteins 4 \_\_\_\_\_ **can/cannot** help your muscles and brain. They are rich in iron. Iron is good for your blood and brain. Fats and sugar are not very beneficial. Some oils like olive oil is

good, but too much fat and fried food is unhealthy. The same with sweets: you 5 **can/cannot** only eat a few!

*Taken and adapted from **Way to go 7<sup>th</sup> grade, Module 1, Unit 2 Lesson 1***

**III. Use the scanning technique to answer the following questions:**

1. What can you prevent eating fruit and vegetables?
  - a. sugar.
  - b. **illnesses.**
  - c. grease.
  
2. Why can carbohydrates help your body?
  - a. Because they can help your digestion.
  - b. Because they can give lots of energy and fibre.
  - c. Because it can give lots of energy and fibre.
  
3. Why does your body need calcium?
  - a. Because it helps it to have strong bones and teeth.
  - b. Because it produces strong bones and provides lots of energy.
  - c. Because it can give lots of fibre.
  
4. What is iron good for?
  - a. Iron is good for your blood and bones.
  - b. Iron is good for your blood and brain.
  - c. Iron is good for your digestions.
  
5. Who are Fruit and vegetables really good for?
  - a. They are really good only for children.
  - b. They are really good only for athletes and adults.
  - c. They are really good for any person.

**Use the skimming technique to answer the following questions:**

6. What is the writer trying to do in the text?
  - a. Explain how to prevent illness.
  - b. Teach how to eat healthy and well-balanced.
  - c. Teach the importance of each food in our body.
  
7. What is the main idea of the text?
  - a. It is about the importance of consuming a healthy diet to help your immune system work at its best.
  - b. It is about teaching the importance of having a healthy and well-balanced diet.

c. It is about explaining how a well-balanced diet is really good for children.

8. From the text, you can infer that:

- a. People can eat fruit and vegetables to have a good digestion.
- b. People have to eat fruit and vegetables to prevent many illnesses.
- c. People can eat fat and fried food to prevent many illnesses.

**IV. Family integration activity, develop the following activity with your family members:**

- a. Ask a family member to teach you how to prepare a cooking recipe.
- b. Involve as many family members as possible in the preparation.
- c. With their accompaniment, prepare it.
- d. At the end, write a short paragraph and make a short videoclip recounting your experience preparing the recipe in the company of your family.

**V. ASSESSMENT TASKS (5 minutes) - (include in this section peer and self-assessment activities as needed)**

**Students will take 5 minutes for this activity.**

<b>CHECK YOUR PROGRESS!</b>	<b>BRILLIANT!</b> 1 	<b>QUITE GOOD</b> 2 	<b>NOT GREAT</b> 3 	<b>DISCUSS WITH YOUR PARENTS, THEN ANSWER THE QUESTIONS BELOW</b>
I can identify general information in a text.				<b>What new vocabulary did you learn about eating healthy?</b>
I can recognize specific information in short texts.				<b>Which was your favorite exercise?</b>

**THIS IS THE END**

Congratulations on your performance, you are a very good student!  
 Keep practicing vocabulary and reading comprehension activities because reading and writing, you improve. Remember to keep the habit of handwashing and coughing or sneezing by covering with your elbow.



## USEFUL RESOURCES

Online game about food.

<https://learnenglishkids.britishcouncil.org/es/node/1233>

Use the App Bthe1challenge to practice your English skills and learn in a funny way.

<https://play.google.com/store/apps/details?id=com.gov.mineducacion.bthe1challenge>

## ANSWER KEY

I. 1D. 2E. 3F. 4A. 5C. 6B.

II. 2 Can, 3 Can, 4 Can, 5 Can

III. 2B. 3A. 4B. 5C. 6C. 7B. 8B.

## ORIENTACIONES FINALES PARA LOS PADRES DE FAMILIA

Una vez su hijo o hija haya terminado de desarrollar la guía de auto aprendizaje, hágale las siguientes preguntas, las cuales le ayudaran a verificar el proceso:

1. ¿En qué situaciones podrías usar lo que aprendiste en la guía?
2. ¿Cuál fue la actividad que más le gusto y por qué?
3. Verifique que su hijo o hija haya realizado todos los puntos de la actividad antes de enviarla.

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