



“BEYOND THE CLASSROOM” ENGLISH SELF-STUDY GUIDE

School _____ **City** _____

Teacher’s name _____

Student’s name _____

Grade _____ **7th** _____ **Level** _____ **A1** _____

ORIENTACIONES PARA LOS PADRES DE FAMILIA

Esta guía de aprendizaje, para el área de Inglés se preparó con el propósito de ayudar a su hijo/hija a aprender el vocabulario referente a los alimentos saludables, objetos para su aseo personal y algunos verbos utilizados para realizar estas actividades. Esta guía está diseñada para ser desarrollada en dos horas, tiempo en el cual se le sugiere al estudiante trabajar responsablemente.

Las actividades a continuación descritas fueron planeadas pensando que atienden a sus intereses y le serán útiles en este o en cualquier momento de su vida. Su diseño pedagógico le permitirá realizarla de manera autónoma y creativa para que el aprendizaje del inglés le resulte divertido y útil. Incluye también algunos recursos en los que podrá profundizar las temáticas aquí trabajadas.

En la actividad 1, el estudiante debe completar un cuadro escribiendo los alimentos saludables y no saludables que come todos los días, luego completa unos cuadros donde están los objetos para su aseo personal, comida saludable y algunos verbos usados para realizar estas acciones. Luego copia las diferentes palabras en su cuaderno. En la actividad 2, el estudiante debe leer el texto “ How to be a Healthy Food” y unir las categorías que están en el cuadro rojo con cada consejo que están en letras y luego responder algunas preguntas sobre la lectura. En la actividad 3, el estudiante debe realizar un video de 2 minutos para ayudar al cuidado del cuerpo, puede escoger entre: higiene personal, ejercicios para ser saludable o comida saludable.

Agradecemos su colaboración, haciendo el acompañamiento y supervisando que su hijo(a) complete las actividades indicadas.

WELCOME TO THIS SELF-STUDY GUIDE

This learning guide for the English area was prepared to help you learn vocabulary and giving instructions to take care of your body. All the activities are related with how to be a healthy teen presented in Way to Go Book 7 Module 1 Unit 2 Lesson 1.

In the vocabulary section you will learn about healthy food and objects for your care and some verbs used to carry out these activities. Then, you will work on a reading task to learn more about the topic and finally you will create a video tutorial to inform people about what to do to take care of their bodies. This guide is designed to be developed in one hour.

Enjoy the activities and let’s continue learning together!

Topic	Skill(s)	Grammar	Vocabulary	Function(s)
Take care of my body.	Writing Reading	Imperatives	Healthy food, objects and daily exercises.	Giving instructions



GET READY

Study time needed: 2 hours	Resources: <i>Dictionary, notebook, pencil</i>	Textbooks Links: <i>Way to Go 7- Student Book, page 20, Exercise 1.</i> http://aprende.colombiaaprende.edu.co/es/node/94010
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LEARNING OBJECTIVES

- To recycle and use vocabulary about different objects/actions to care of the body.
- To reinforce your reading skills.
- To give instructions for a healthy life by means of a video.

LEARNING STRATEGIES

- Read carefully all the instructions for each task.
- Look at the examples given. They are highlighted in green.
- Use your prior knowledge and try to infer the meaning. You should not translate word by word.
- Use a dictionary app to learn the pronunciation of new vocabulary. It helps you to get better your pronunciation in the video.
- Write on your notebook any "new" learning points discovered.
- Classify words in lexical sets.
- Relate words and visuals.
- Make a glossary.
- Use new words in contexts to make the video.
- Develop personal objectives; identify the purpose of the task.
- Anticipate information to prepare and give direction for the task.
- Use a synonym or descriptive phrase for unknown words.
- Create a mental, oral, or written summary of information.

ACTIVITIES

I. VOCABULARY TASKS (20 minutes)

a. Think of the food you usually eat at home. Is it healthy or unhealthy? Classify it in this chart.

Healthy food	Unhealthy food
Ex: Apple	Ex: Hamburguer

b. Look at these flashcards¹ and put the title that corresponds according to the vocabulary.

Care objects	-	Healthy food ✓	-	Verbs
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- Copy and draw the vocabulary on your notebook.
- Mime the verbs to help you memorise them. Be spontaneous while you do this part.

¹ Taken from: <https://www.vecteezy.com/> and <https://publicdomainvectors.org/>



Healthy food



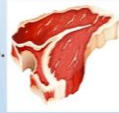
BREAD: It is a type of food made of flour that people like to eat for breakfast.



Beans: It is a small, oval and brown food.



EGG: It is an oval and white food.



MEAT: It is a food that is obtained from animals.



Rice: It is a white food that is usually present in all meals.



Potatoes: This is a round and brown vegetable that it can be eat fried or boiled.



MILK: It is a liquid white drink derived from cow.



Carrot: This vegetable is orange and it is the favorite food for rabbits.



FISH: It is an animal covered in scales and it can swim.



Orange: It is a round fruit, it is citric and has vitamin C.



Apple: It is a healthy fruit that is round, his color is red outside and white inside.



Soap: It is a substance used with water for washing and cleaning objects.



Alcohol: It is a liquid used to wash our hand to avoid the covid-19.



Toot brush: It is a small brush with a long handle, used for cleaning the teeth.



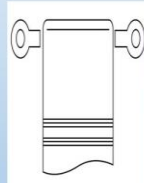
Antibacterial gel: It is a hand sanitizer used to decrease infections on the hands.



Toot paste: It is a paste with mint flavored used for cleaning the teeth.



Disposable face mask It is used to cover the face to contain bacteria and viruses



Towel: It is a piece of cloth used for drying oneself or wiping things dry.



Deodorant: It is a substance to avoid unpleasant smells in armpit.



Shampoo: It is a liquid containing soap for washing and clean the hair.

Wash: Usually people use water with soap to clean objects or body parts.



Rub: It is action that people use repeatedly back when apply sanitizer in hands.

Clean: It is when some object are free from dirt or stains.



Write: It is an action that people use to mark with letters or word a paper with pen or pencil.



Dry: It is when an object or cloth is not wet or moist.

Sanitize: It is when you clean all, with alcohol or a sanitizer for keep all bacterial free.



Join: It is when people or objects are connected or fastened together.



Comb: It is a plastic object used for arranging the hair.

Open: it is an action that is contrary to closing something.



Close: it is an action that is contrary to opening something.



CLOSED



II. READING TASKS (20 minutes)

a. Inferential reading task

Read this text about how to be a healthy teen² and match the categories in the red box to the tips.

Example: 1. Keep active and take a break (b)

How to Be a Healthy Teen

Here are some tips that can help you to grow into a healthy adult.

1. Keep active and take a break 2. Good personal hygiene 3. Eat healthy food

a. Eat a balanced diet that includes fruit and vegetables. Avoid sugars and starches. Cut out fast foods. Drink lots of water.

b. Develop the habit of doing physical activities you enjoy: e.g. running, swimming, or riding a bike. Get enough sleep: your body needs eight hours of sleep a night.

c. Have a shower every day. Wash your hair regularly. Brush your teeth twice a day. Keep your nails short: fingers and toes!



b. Literal reading task:

Read the text again and answer the questions:

1. Which food do you have to avoid?
2. How many hours do you need to sleep to rest well?
3. Name one action you need to do to have a good personal hygiene.

III. VIDEO TASK (60 minutes)

Now, you are going to create a short video tutorial to help people take care of their bodies. You have 3 options:

1. **Healthy food choice**
2. **Exercise to keep healthy**
3. **Personal hygiene.**

Before the video

- Select one of the topics and find information about it.
- Write the instructions step by step.
- Take the text in the previous exercise as an example.
- Some useful words to write the instructions are: *first, second, next, then, when, after, while, finally, until, once, twice, always, never, because, again, etc.*
- Create notes or cards for the script.
- Practice the presentation using your script. Check for pronunciation of words you don't know in a dictionary. You can use this one: <https://dictionary.cambridge.org/es/diccionario/ingles-estudiantes/>

Tips to give instructions:

We can use imperatives:

Use a verb without "to". It's not necessary to write "you"

- Come here!
- Sit down!

For a negative form write "do not" or "don't" before the verb.

- Don't forget to brush your teeth
- Don't eat fast food!

We can use "let's" to include yourself in the activity.

- Let's do some exercise

² Taken from: Way to Go 7 page 20.



When you record the video

- Find a quiet place to create your video.
- Position the camera (cell phone/computer) above your eyes.
- Make sure there is sufficient light, the image is clear and the audio is loud enough.
- Be generous with your expressions, smile when you are on camera!
- Be yourself, don't be afraid to make mistakes.
- Remember to demonstrate the instructions moving your body and hands.

**If you do not have a camera on your cell phone or computer, you have two options:*

- 1. Say the instructions step by step through an audio.*
- 2. Make a poster and write the instructions step by step.*

After you record your video:

- Send your video* to your teacher and a classmate via WhatsApp or email.



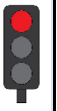
IV. ASSESSMENT TASKS (15 minutes)

Peer assessment

Watch your classmate's video and evaluate the following aspects. **Give him one, two or three stars**. Remember: Always give constructive feedback and be kind with your classmate's job!

CRITERIA	 Excellent	 Almost good	 Can do better
Instructions are clear: You can understand the video	The video is easy to understand	The video is a little hard to understand	The video is hard to understand
Appropriate language	There are no mistakes	There are few mistakes	There are many mistakes
English pronunciation	It is good and clear	There are some mistakes but you can understand	There are lots of mistakes

Self- assessment

What can I do?	VERY WELL 	QUITE WELL 	WITH DIFFICULTY 
I can use vocabulary about different objects/actions to care for the body.			
I can express my ideas about how to have healthy habits			
I can understand the instructions to have a better health given by my classmate			

THIS IS THE END

Well done, you have completed the guide. That is the result of an excellent job, your commitment and responsibility now will help you achieve big things in the future. Congratulations and continue doing your best efforts to get great results!



USEFUL RESOURCES

• **Vocabulary about care objects:**

<https://learnenglish.britishcouncil.org/vocabulary/intermediate-to-upper-intermediate/bathrooms>

• **Vocabulary about actions:**

<https://learnenglish.britishcouncil.org/vocabulary/beginner-to-pre-intermediate/actions>

• **Vocabulary about food:**

<https://learnenglish.britishcouncil.org/vocabulary/beginner-to-pre-intermediate/food-in-britain-1>

• **Video about imperatives**

<http://esol.britishcouncil.org/content/learners/grammar-and-vocabulary/english-grammar/imperatives>

ANSWER KEY

I. Vocabulary task:

a. Suggested answers:

Healthy food: apple, beans, banana, carrot, pear, fish, meat, chicken.

Unhealthy food: hamburger, pizza, hot dog, sugar, soda.

b. Healthy food. Care objects. Verbs

II. Reading task

a. Inferential reading task

Keep active and take a break (b) Good personal hygiene (c) Eat healthy food (a)

b. Literal reading task

1. You have to avoid sugars and starches.

2. Your body needs 8 hours for rest well.

3. Take a shower everyday, wash the hair regularly, brush teeth at least twice a day, cut your nails short fingers and toes.

ORIENTACIONES FINALES PARA LOS PADRES DE FAMILIA

Cuando su hijo (a) haya terminado la guía, por favor hágale las siguientes preguntas que le permiten verificar el proceso de aprendizaje.

- ¿Cuál fue la actividad que le pareció más fácil y cuál más difícil?
- Escuchen juntos el video/grabación de audio que hizo. ¿Cree usted que fueron claras las instrucciones para sus compañeros? ¿Por qué?
- ¿Tuvo la oportunidad de usar lo que aprendió para realizar el video?
- ¿Cuánto tiempo se tomó en desarrollar toda la guía?
- ¿Los recursos utilizados fueron apropiados para el desarrollo de las actividades?
- ¿Qué cree que puede hacer para seguir mejorando la habilidad de entender lo que alguien dice en inglés?

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