



## “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 una hora, tiempo en el cual se le sugiere al estudiante trabajar responsablemente. 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 Teen” 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 realizará un análisis de lengua para determinar cómo dar tips útiles. En la actividad 4, 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 give instructions to take care of your body. All the activities are related to 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

<b>Study time needed: 1 hour</b>	<b>Resources:</b> <i>Dictionary, notebook, pencil</i>	<b>Textbooks Links:</b> <i>Way to Go Student Book, page 20, Exercise 1</i> <a href="http://aprende.colombiaaprende.edu.co/es/node/94010">http://aprende.colombiaaprende.edu.co/es/node/94010</a>
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### LEARNING OBJECTIVES

- To recycle and use vocabulary about different objects/actions to care of the body.
- To give instructions for a healthy life by means of a video.
- To extract general and specific information from a short text, written in a simple language.
- To identify the main purpose of a text, in order to get the syntax used.

### 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 improve 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 (15 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: Hamburger

b. Look at these flashcards<sup>1</sup> 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.

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



### Healthy food



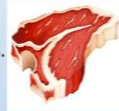
**BREAD:** It is a type of food made of flour that people like to eat for breakfast.



**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.



**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.

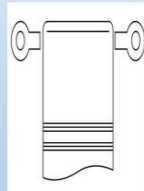
**Apple:** It is a healthy fruit that is round, his color is red outside and white inside.



**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.



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



**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



**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.





## II. Reading tasks

### a. Inferential reading task (5 minutes)

Read this text about how to be a healthy teen<sup>2</sup> 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: (5 minutes)

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 1 action you need to do to have a good personal hygiene.

## III. Language Task

### a. Look at these examples and choose the appropriate forms to complete the sentences:

**Eat a balanced diet that includes fruit and vegetables.  
Don't eat a lot of sugar**

1. Which verb form do we use in these examples?  

<b>a. simple form</b>	<b>b. Past tense</b>	<b>c. Past participle past</b>
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2. The main verb in these example is:  

<b>a. At the beginning</b>	<b>b. In the middle</b>	<b>c. At the end.</b>
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3. Is there a subject in these examples?  

<b>a. Yes</b>	<b>b. No</b>	
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4. We use these examples to:  

<b>a. Do an invitation.</b>	<b>b. Give strong advice.</b>	<b>c. Ask a favor.</b>
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5. We use these to express that it is not good idea do something:  

<b>a. Not + verb</b>	<b>b. Don't + verb</b>	<b>c. Isn't + verb</b>
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<sup>2</sup> Taken from: Way to Go 7 page 20.



**b. Correct the mistakes in the sentences.**

**Example:** ~~Cutting~~ out fast food.

1. To avoid sugars and starches.
2. Had a shower every day.
3. Drinks lots of water.
4. Sleeping at least six hours a night.

\_\_\_\_\_ Cut out fast food

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**c. Put the words in the correct order to make sentences.**

**Example:** Eat / don't / fast food /

1. Do / too much / stress / not /
2. Caffeine / drink / not / do / too much /
3. Go to sleep / not / do / too late /
4. Eat / do / lots sugar / not /

\_\_\_\_\_ Don't eat fast food

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**IV. Video task (25 minutes)**

Now, you are going to create a short video tutorial (maximum 2 minutes) to help people take care of their bodies. You must write the instructions for one of the following topics:

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

**Before the video**

- Select one of the topics.
- Research about the topic that you selected.
- Write the instructions step by step.
- Take the text in the previous exercise "HOW TO BE HEALTHY TEEN" as an example.
- Use clear descriptions.
- Use words to write descriptions like these: first, second, next, then, when, after, while, finally, until, once, twice, always, never, because, again, etc.
- Use topic words.
- Write a storyboard and script
- Create notes or cue cards for the script.
- Practice the presentation using your script.
- Practice what you are going to say. 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/>

**When you record the video**

- Create the video with a cell phone or on a computer:
- Position the camera above your eyes, so you look slightly up at it.
- Make sure there is proper/sufficient lighting: no backlighting.
- Make sure the audio is loud enough.
- Make sure the image is clear (clean lens).
- Be generous with your expressions, remember "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.
- Eliminate background noise (be sure to record in a quiet place without background sound).

**After you record your video:**

- Send your video to your teacher via WhatsApp or email.

**Note:** If you do not have a cell phone or a computer, you have two options:

1. Say the instructions step by step through an audio.
  2. Make a brochure and write the instructions step by step in it.
- Then, send it to your teacher.





**PEER ASSESSMENT: (5 minutes)**

Send your video at least to one classmate and evaluate the following aspects. 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 (5 minutes)**

Tick (✓) the column that best describes your work in this learning guide.

INDICATORS	SCORE		
	VERY WELL	QUITE WELL	WITH DIFFICULTY
<b>What can I do?</b>			
I can use vocabulary about different objects/actions to care for the body.			
I can give suggestions 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

- You have to avoid sugars and starches.
- Your body needs 8 hours for rest well.
- Take a shower everyday, wash the hair regularly, brush teeth at least twice a day, cut your nails short fingers and toes.

#### III. Language Task

a. Look at these examples and choose the appropriate forms to complete the sentences:

1. a. Simple form.
2. a. At the beginning.
3. b. No
4. a. Do an invitation.
5. b. Don't + verb

b. Correct the mistakes in the sentences.

1. Avoid sugars and starches.
2. Have a shower every day.
3. Drink lots of water.
4. Sleep at least six hours a night.

c. Put the words in the correct order to make sentences.

1. Do not stress too much.
2. Do not drink too much caffeine.
3. Do not go to sleep too late.
4. Do not Eat lots of sugar.

### 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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