

"BEYOND THE CLASSROOM" ENGLISH SELF-STUDY GUIDE

School	_____	City	_____
Teacher's name	_____		
Student's name	_____		
Grade	7	Level	A1

ORIENTACIONES PARA LOS PADRES DE FAMILIA

Estimados padres de familia y/o acudientes:

Continuamos nuestra labor a la distancia por motivos de una pandemia global, sin embargo, este impasse ha hecho que nuestro compromiso y responsabilidad con sus hijos sea aún mayor, les agradecemos su excelente actitud y trabajo en equipo para el beneficio de nuestros jóvenes, su apoyo incondicional en el proceso de aprendizaje de ellos ha sido de gran ayuda para nosotros los docentes.

Esta guía de trabajo de autoestudio para realizar en casa, se diseñó con el propósito que sus hijos tengan material de repaso de vocabulario relacionado con los aspectos de vida saludable. Además de ello, adquieran competencia lectora para fortalecer la parte inferencial. Es así, que este trabajo que se propone para el estudiante, es tomado del **Way to Go 7**, el cual se encuentra en la **página 21 módulo 1, Unidad 2, lección 1**, que está disponible en la plataforma Colombia Aprende. Finalizando la guía encontrará páginas del libro para quienes presentan dificultad en el acceso a la página de internet, y puedan de este modo realizar la guía de autoestudio sin inconvenientes.

Es necesario mencionar que esta guía brinda recursos adicionales y de apoyo para los estudiantes. Sin embargo, es **fundamental su presencia como padre de familia en el acompañamiento y supervisión de su hijo**. Al finalizar también encontrará las respuestas de las actividades para que pueda verificalas con las respuestas arrojadas por sus hijos. Esto con el fin de generar vínculos en los procesos del aprendizaje. A continuación, se explicará más detalladamente las actividades que deben realizar sus hijos en esta guía de auto-aprendizaje:

- **Sección 1 (Vocabulario)** Ejercicios para que ellos clasifiquen el tipo de comida con los nutrientes que corresponden, además ellos identificarán palabras similares ó sinónimos.
- **Sección 2 (Lectura)** Ejercicios donde encontrarán información específica de un texto relacionado a los alimentos y sus nutrientes, además empezarán a hacer inferencia de acuerdo al texto.
- **Sección 3 (Escritura)** Sus hijos a través de una estructura de un párrafo, emplearán el vocabulario, estructura gramatical para realizarlo y enviarlo a su docente, así mismo lo compartirán vía WhatsApp con sus compañeros de clase para realizar correcciones colectivas.
- **Sección 4 (autoevaluación)** El estudiante evaluará su aprendizaje a partir de las actividades que desarrolló en esta guía de autoaprendizaje.



WELCOME TO THIS SELF-STUDY GUIDE

This self-study guide is intended to provide reinforcements to strengthen students' vocabulary, reading, and writing to practice describing healthy foods and habits. Therefore, the activities are related to the topic of personal care habits presented in "Way to Go" Student Book 7 Module 1 Unit 2 Lesson 1. The activities are related to learning vocabulary about foods and their nutrients, they will also guess the meaning of some words using the corresponding synonym. Afterwards, a short reading you will find specific information through scanning reading, you will make inference through the **concept questions**. **And** finally, you will write a paragraph in which you'll do a health eating's routine and share with your teacher and classmates.

Topic	Skill(s)	Grammar	Vocabulary	Function(s)
Healthy Eating	Reading and Writing	Modal verb Can	Nutrients, Types of food	Expressing possibilities and abilities

GET READY

Study time needed:	Resources:	Textbooks Links:
1 hour	English dictionary, Notebook Pencil, Block paper, "Way to go 7°" Workbook and student's book	"Way to go 7" Student's book Module 1 Unit 2 Lesson 1 page 21 / "Way to go 7" Workbook page 7 https://drive.google.com/file/d/1C_Ez_knz9NiFWocewZJ0_blrpp8O-uoF/view https://drive.google.com/file/d/1aKkxDUnPAEiGY-7i2WoWrVMUpWPVsptZ/view

LEARNING OBJECTIVES

What will you learn/practice/reinforce with these activities?

- To use vocabulary about healthy eating in a real context.
- To infer information from texts through readings on healthy eating
- To write paragraphs describing healthy eating's routine.

LEARNING STRATEGIES

What can you do to achieve the objectives?

- Read the instructions for each task.
Make a glossary of new words in your notebook. Don't translate words. Use pictures to represent them.
- Use tools such as the dictionary, for understanding the meaning of vocabulary and new words.
- Ask to your teacher about doubts you have according to the main grammar which is use, form and meaning of Modal verb "Can" for expressing abilities
- Invite to your classmates to share their healthy eating routines through WhatsApp, in order to correct mistakes you have in using and writing modal verb "can" "can't"



ACTIVITIES

1. VOCABULARY TASKS (20 minutes)

A. Classify these type of food according to the nutrients

Apple (2)	Broccoli	Egg	Oil	Potatoes	Yoghurt	Banana (2)	Carrot (2)	Fish	Milk
Pasta	Onion	Rice	Beans	Cheese	Meat	Orange	Spinach	Bread	Chicken
								Sweets	

PROTEINS	VITAMINS AND MINERALS	FIBRE	CARBOHYDRATES	FATS

B. **Guessing the meaning of vocabulary.** Match the nutrients with the function.

- | | |
|--------------------------|---|
| 1. Protein | a. helps the body digest food |
| 2. Vitamins and minerals | b. help the body absorb minerals and store energy |
| 3. Fibre | c. increases your body mass: helps your muscles to grow |
| 4. Carbohydrates | d. help you grow properly and fight diseases |
| 5. Fats | e. give your body energy |

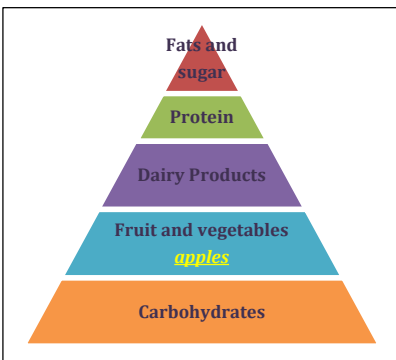
c. **Synonyms:** A synonym is a word or phrase that means the same or is very similar to another word.

Choose the correct answer about the synonyms of the underline words:

1. Fibre helps the body digest food: A. Dissolve B. stop C. ignore
2. Protein increases your body mass: A. Decrease B. Reduce C. grow
3. Help you grow properly and fight diseases: A. Healthy B. Sickness C. Fine
4. Fats help the body absorb minerals: A. Suck up B. Rejection C. Refusal

2. READING ACTIVITIES (15 minutes)

Read the following text and answer the questions



1) The food pyramid is a good guide to eating a healthy diet. **(2)** Carbohydrates are especially good for children and athletes because they **can** give a lot of energy and fibre. **(3)** Fruit and vegetables are really good for everyone. **(4)** They **can** keep you healthy because they are rich in fibre, vitamins and minerals that prevent many illnesses. **(5)** Fibre is necessary for good digestion. **(6)** Dairy products **can** help you to have strong bones and teeth because they are rich in calcium. **(7)** Proteins **can** help your muscles and brain. **(8)** They are rich in Iron. Iron is good for your blood and brain. **(9)** Fats and sugar **can't** keep your health. Some oils are good, but too much fat and fried food is unhealthy. The same with sweets: you **can** only eat a few.

1. What nutrients do you find in the text? _____

INFERRING EXERCISE.

1. The word **“healthy”** in the **sentence 1** is the same that:
A. Sick B. Ill C. Fit
2. The word **“they”** in **sentence 2** refers to:
A. Carbohydrates B. Children C. Athletes
3. The word **“they”** in **sentence 4** refers to:
A. Everyone B. Good C. Fruit and vegetables
4. The word **“can”** in **sentence 6** refers to:
A. Bones’ ability B. Dairy products ability C. teeth’s ability
5. The word **“can”** in **sentence 7** refers to:
A. Brain’s ability B. Proteins’ ability C. Muscles’ ability

LANGUAGE AWARENESS:

A. Based on the text about the Food pyramid in the reading section, choose the correct answer.

1. The word **“can”** in the **sentence 2** expresses:
A. Suggestion B. Obligation C. Ability
2. The form for to expresses **“can” in the sentence 6** is:
A. Subject +to +can B. Subject +Verb +can C. Subject +can +verb
3. the word **“can’t”** in the **sentence 9** is a synonym of:
A. Inability B. Obligation. C. Disagree
4. The form to expresses “Can’t” in the sentence 9 is:
A. Subject +can’t +to +verb B. subject+ can +not +verb C. Subject+ not+ can +verb

B. Organize the words to make correct sentences.

1. Can/ Carbohydrates/ and fibre /give /energy _____
2. Vegetables /you healthy/can/ keep _____
3. illnesses /Fruit /prevent /you /many /can _____
4. and vitamins /They/ can/ minerals, fibre/ give/ you _____
5. Fibre /can/ good/ digestion /help /you /for _____

WRITING ACTIVITIES (15 MINUTES)



1. According to the topic in the receptive skill (nutrients of food, can, healthy and unhealthy food)
 - A. Think about the importance of good health.
 - B. Write a **paragraph** describing your **healthy eating’s routine** and share it with your teacher and classmates through **WhatsApp**
 - C. Using food vocabulary, you will make a list of foods you **can** and **can’t** eat for good health and digestion.




FOR EXAMPLE:

Hello everybody, my name is Pilar Moreno. I want to have a good health for that reason, I would like to share with you some foods **that I can** and **I can't eat**. I **can** eat apples and broccoli because they **can** keep me healthy. I **eat** cheese and I **drink** milk because they **can** help me to have a strong bones and teeth. I **can't** eat too much fat and fried food because they **can't** keep me healthy. I **can't** eat too much sweets because I get dizzy when I eat a lot. I **can** only eat a few.

Before you send your healthy eating's routine, check that you have included the following items

In my routine, I included...	Yes  2	Not yet  3
Vocabulary about nutrients and food.		
Modal verb: Can, can't		
Introduction (Greeting, your name)		

SELF-ASSESSMENT TASKS (5 minutes) Tick (X) the option that shows what you **can** do

After finishing this self-study guide I CAN	 4	 5	 6
	GREAT	GOOD	I NEED MORE PRACTICE
use vocabulary about healthy eating in a real context.			
infer information from texts through readings on healthy eating			
Write a paragraph describing healthy eating's routine.			

THIS IS THE END

Congratulations! You have made it to the end. Now you **can** share with your classmates' healthy eating's routine and you **can** do it, practicing modal verb for ability "**can**" and its negative form "**can't**". Finally, you understood this topic is very important and that it **can** be put into practice in your life through healthy habits and foods. **keep going in this great universe of learning!**

USEFUL RESOURCES

- <https://learnenglishkids.britishcouncil.org/category/topics/food>
- <https://www.youtube.com/watch?v=fE8lezHs19s>
- <http://aprende.colombiaaprende.edu.co/es/node/94010>
- <https://www.esl-lab.com/easy/snack-time/>

ANSWER KEY
1. VOCABULARY TASK point A
• <u>Proteins</u> : Beans, cheese, chicken, egg, fish, meat, milk, yoghurt



- Vitamins and minerals: apple, banana, carrot, broccoli, onion, orange, spinach
- Fibre: apple, banana, carrot
- Carbohydrates: Bread, potatoes, pasta, rice, sweets
- Fats: Oil

B 1.C 2.d 3a. 4.e 5.b

C 1.a 2. C 3.b 4. A

2. READING ACTIVITIES

1. Carbohydrates, fibre, vitamins and minerals, proteins, fats

Inferring exercise

2. 1. c 2. a 3. c 4. b 5. b

LANGUAGE AWARENESS

A. 1.C 2.C 3.A 4.B

B.

1. Organize the words to make correct sentences.
- 2 Carbohydrates can give energy and fibre
- 3 Vegetables can keep you healthy
- 4 Fruit can prevent you many illnesses
- 5 They can give you minerals, fibre and vitamins
- 6 Fibre can help you for good digestion

ORIENTACIONES FINALES PARA LOS PADRES DE FAMILIA

Una vez su hij@ haya terminado las actividades de esta guía, por favor hágale las siguientes preguntas que le permiten verificar el proceso de aprendizaje:

- ¿Cuál fue la actividad que más le gustó? ¿Por qué?
- ¿Cuál fue la actividad que más le causó dificultad? ¿Por qué?
- Cuéntame de algunas palabras que aprendiste.
- Cuando hiciste tu rutina alimenticia y la compartiste con tu profesor y compañeros, ¿tuviste la oportunidad de corregir tus errores?
- ¿Cuánto tiempo tardaste desarrollando la guía? ¿Qué recursos empleaste para ello?

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LINKS OF IMAGES

1. Ministerio de Educación Nacional (2016). Way to go! 7th Grade. Bogotá D.C. – Colombia. P.21. Retrieved from www.colombiaaprende.edu.co/colombiabilingue.
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Way to go student book 7, page 20, module 1, Unit 2 lesson 1

MODULE // 1 Unit // 2 Lesson // 1

Unit » 2

I Can Take Care of My Body

» Objectives

- » I can describe personal care habits and routines: diet (food) and physical activity.
- » I can express abilities and possibilities.

In Context » Healthy Eating

1. **Read»** Read the poster for a campaign to encourage teenagers to live healthy lives. Match the headings (1-3) with the examples (a-c).

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!



20

2. **Write»** Work with a partner. Complete the chart (1-9) with the tips in exercise 1.

Diet	Rest	Exercise	Healthy habits & routines
eat fruit and vegetables	6...	running	have a shower every day
1...		3...	7...
2...		4...	8...
3...			9...

Study Tip

Take regular breaks when you are studying. For example, go for a short walk. This will improve your concentration and help you to focus.



module 1 // Unit 2

3. Write » Answer the questions.

1. Do you have a shower every day? *Yes, I do. / No, I don't.*
2. Does your best friend get enough sleep? *Yes, he (she) does. / No, he (she) doesn't.*
3. Does your teacher drink lots of water?
4. Do your classmates eat a balanced diet?
5. Do you wash your hair regularly?
6. Does your partner keep his/her nails short?

4. Speak » With a partner talk about the things you can do to have a healthy life.

What can I do to be healthy?



You can eat lots of fresh fruit and vegetables. And you can go to bed early and get enough sleep.






7 5. Listen » Listen to a nutritionist explaining what a healthy balanced diet is and why it's important. Match the nutrients (1-5) with their functions (a-e).

A healthy balanced diet includes foods that give you a variety of nutrients: proteins, vitamins and minerals, carbohydrates, fats and also fibre.



- | | |
|--------------------------|---|
| 1. Protein | a. helps the body digest food |
| 2. Vitamins and minerals | b. help the body absorb minerals and store energy |
| 3. Fibre | c. increases your body mass: helps your muscles to grow |
| 4. Carbohydrates | d. help you grow properly and fight diseases |
| 5. Fats | e. give your body energy |

6. Read » Read the chart and match the nutrients (1-5) with the types of food (a-e).

Nutrient	Types of Food
 <p>1. Protein: Eat two to three portions every day.</p>	a. fruit, vegetables, dairy products (milk, yoghurt, cheese), dried beans
 <p>2. Vitamins and minerals: Eat four to five portions every day.</p>	b. bread, starches (potatoes, rice, pasta), sweets
 <p>3. Fibre: Eat four portions every day.</p>	c. meat, chicken, fish, eggs, dried beans, dairy products and nuts
 <p>4. Carbohydrates: Eat two portions every day.</p>	d. healthy: olive oil and some fish unhealthy: fried foods
 <p>5. Fats: Eat one portion every day.</p>	e. cereals and whole grain