



“BEYOND THE CLASSROOM” ENGLISH SELF-STUDY GUIDE

School	_____	City	_____
Teacher's name	_____		
Student's name	_____		
Grade	8°	Level	A1

ORIENTACIONES PARA LOS PADRES DE FAMILIA

Esta guía de aprendizaje de inglés para el trabajo en casa se elaboró con el fin de ayudar a su hijo o hija a practicar hábitos saludables alimenticios, que reconozca el valor nutricional de los alimentos y pueda dar información sobre estos grupos alimenticios. Y al final describir un alimento seleccionado por el mismo.

Su hijo (a) deberá dedicar una hora para desarrollar toda la guía. El trabajo aquí descrito se deriva de las actividades indicadas en la página 60 del libro del estudiante Way to Go 8, que está disponible en la plataforma **Colombia Aprende**. Se adjuntó la página del libro al final de la guía para quienes no tienen acceso a internet.

- La actividad 1, son dos ejercicios donde van a observar los 5 grupos nutricionales, identificando los alimentos que los conforman y que aporte nutricional tiene cada grupo para la salud, y posiblemente empezar a identificar los alimentos que pueden ayudarle para una alimentación sana.

- La actividad 2: a) harán una lectura corta sobre: Un vegetal (el tomate), donde se describirá sus valores nutricionales, algunos beneficios y porque se debería comer este vegetal. b) deberá resolver las siguientes preguntas de selección múltiple con única respuesta sobre la lectura.

- La actividad 3: tres ejercicios donde colocará en práctica lo aprendido en esta guía, donde el ejercicio a) deberá identificar los nutrientes de estas dos comidas típicas colombianas. El ejercicio b. **(Describing Food)** Para poder familiarizarse un poco más con la actividad final, Su hijo(a) deberá responder 4 preguntas con base a la lectura de los tomates.

c) (writing about food) luego debe seleccionar un alimento y hacer una descripción de este, similar a la lectura del ejercicio anterior e intercambiar su escrito con 2 compañeros, vía WhatsApp o telefónicamente (mensaje de texto)

- La actividad 4 es para que su hijo(a) autoevalúe lo aprendido.

Agradecemos su colaboración supervisando que su hijo(a) complete las actividades indicadas. Al final, ustedes encontrarán una serie de preguntas de verificación de lo que su hijo(a) aprendió mediante el desarrollo de esta guía.

WELCOME TO THIS SELF-STUDY GUIDE

This English self-study guide helps you practice giving information in writing form. All the activities are related to the topic of Nutrition and Health presented in Way to Go Student Book



8 Module 2 Unit 2 Lesson 1.

It builds on the vocabulary, language analysis and writing tasks done in the previous worksheet. It asks you to describe a food item in a short paragraph including its name, colour, size, shape, taste, ways to eat it, or how it is usually served (in other dishes, soups, juices, etc.). and exchange their paragraph by at least 2 of your classmates through WhatsApp, phone call or text message to give them feedback.

Topic	Skill(s)	Grammar	Vocabulary	Function(s)
Nutrition and Health	Writing / Reading	Present simple questions ▪ Wh- questions ▪ Linking words.	Food	Giving information about food.

GET READY

Study time needed: 2 hour	Resources: <i>English dictionary, notebook, pencil, cellphone.</i>	Textbooks Links: - Way to Go Student Book 8, page 60 Exercise 4 - 5 – page 67 Exercise 6 – 7
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LEARNING OBJECTIVES

LEARNING STRATEGIES

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

- To practice vocabulary related to nutritional food.
- To give information about food
- To recognize nutritional values and benefits of food.

What can you do to achieve the objectives?

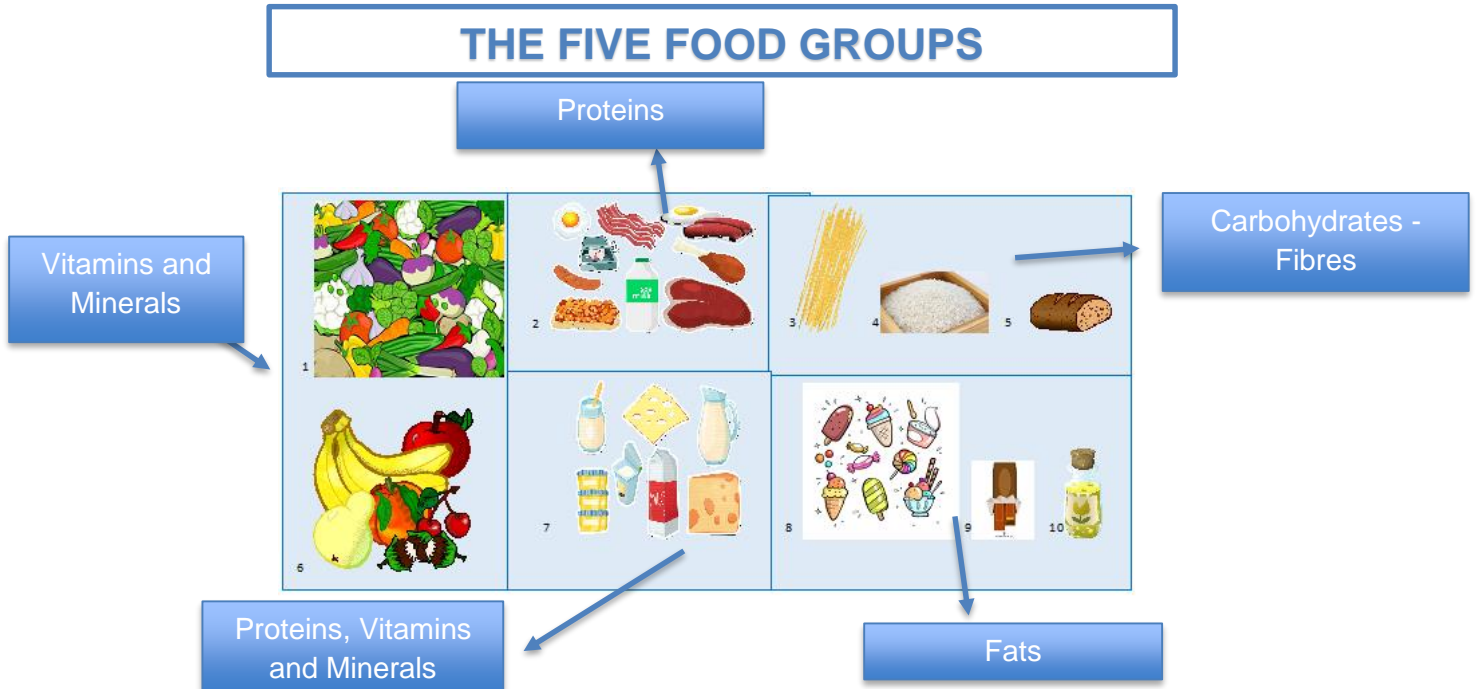
- Read the instructions for each task.
- Look at the examples given.
- Use a free dictionary app to listen to the pronunciation of new vocabulary.
- Use the dictionary only if necessary. You should not translate word by word.
- Write on your notebook any “new” learning points discovered (in your word bank)
- Use the resources in the guideline to self - help.



ACTIVITIES

1. VOCABULARY TASK. (20 minutes)

a. Look the images about nutrient in each food group.



b. Read the nutrient advice (1-5) and match with the types of food (a-e) to healthy eating.

Types of food	Nutrient
a. Meat, fish, chicken, eggs.	1. Fats: Eat one portion every day. Healthy fat.
b. Candies, chocolates, olive oil. Fried food.	2. Fibre: Eat four portions every day.
c. Bread, potatoes, rice, pasta.	3. Carbohydrates: Eat one portion every day
d. Fruits, vegetables, (dairy products) Milk, yogurt, cheese.	4. Vitamins and minerals: Eat five portions every day.
e. Cereals, whole grain, nuts	5. Proteins: Eat three portions every day (mix up)



2. READING TASKS (20 minutes)
PRE-READING (5 MINUTES)

A. Do you think tomatoes are fruit or vegetables?

a. Reading Comprehension.

TOMATOES



Tomatoes are not vegetables as many people think. They are a fruit. They come in different sizes and colors. Tomatoes are a basic ingredient of many popular foods like pizzas and ketchup and healthier dishes like salads and sauces of all kinds.

Tomatoes contain essential nutrients **and** are high in vitamin C. This vitamin helps the body grow and it can help to repair it. **In addition**, tomatoes are a source of vitamin H. This vitamin helps the body in the production of energy. Tomatoes **also** contain minerals like potassium and copper. These minerals help to regulate body functions. **Finally**, tomatoes can help digestion because they are a good source of fibre.

In summary, you should eat tomatoes in your daily diet, because they are a tasty fruit with many benefits for your health.

B. READING COMPREHENSION TEXT:

1. What are tomatoes?
 - a. Fruit
 - b. Vegetables
 - c. Proteins
2. Which minerals do Tomatoes contain?
 - a. Magnesium and sodium
 - b. Potassium and Copper
 - c. Calcium and phosphorus
3. Why do tomatoes help digestion?
 - a. Because they are good source of minerals
 - b. Because they are good source of fibre
 - c. Because they are good source of fats
4. Why should people eat tomatoes in their daily diet?
 - a. Because they are insipid
 - b. Because they are delicious and good for people 's health
 - c. Because tomatoes are high in vitamin A.



5. Why are potassium and copper important?
 - a. Because these minerals help build bones
 - b. Because these minerals help muscles work
 - c. Because these minerals help to regulate body functions
6. The purpose of the reading is to:
 - a. Explain the benefits of eating tomatoes.
 - b. Describe tomatoes including its essential nutrients and explain some of the benefits of eating them.
 - c. Give advice about the important of eating tomatoes.

3. POST-READING (10 minutes)

a. Look at the typical dish of Colombia and label it with the nutrients it provides.

• **TAMAL:**



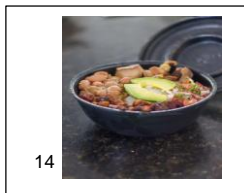
MEAT: nutrients: 1 *protein*

CORN: nutrients 2. *Carbohydrates - fibre*

POTATOES: Nutrients 3. *Carbohydrate and fibre*

CARROT: Nutrient 4. *Vitamins and minerals*

• **BANDEJA PAISA:**



MEAT: nutrients: _____

PLANTAIN, AVOCADO: nutrients: _____

BEANS: nutrients: _____

RICE: nutrients: _____

b. **DESCRIBING FOOD** – Look at TOMATOES READING and answer the questions.

1. What information can you find in the first paragraph?

Name, color, _____

2. What information can you find in the second paragraph?

3. What information can you find in the third paragraph?

4. Look at the words in **Bold (and, in addition, also)**

Do the words in bold, contrast ideas or add ideas in the paragraph?



- c. **WRITING ABOUT FOOD.** Choose a fruit or vegetable and write about it. Follow the instructions below:
- FIRST PARAGRAPH: (Food's name, say if it's a fruit, vegetable or a grain, color, size or how it is usually served (in other dishes, soups, juices, etc.).)
 - SECOND PARAGRAPH : Mention its essential nutrients – vitamins, minerals, protein, etc. (select the ones with the highest percentages). Connect similar ideas with **and, also, In addition.**
 - THIRD PARAGRAPH: Write a concluding sentence to say why people should eat this food. Use: **IN SUMMARY.**
 - Exchange your paragraph with two of your classmates vía WhatsApp o telefónicamente (mensaje de texto).
 - Evaluate your partner's paragraph.
 - Use the Evaluation Checklist.
- d. **checklist:** I will evaluate my classmate work:

DOES YOUR CLASSMATE...		YES	NO
	... describe the food and its appearance?		
	... describe its essential nutrients?		
	... connect ideas with words like and, also, in addition?		
	... include a concluding sentence starting with <i>In summary?</i>		

D. CHECK YOUR PROGRESS (10 MINUTES)

Check your progress!	15	16	17	Discuss with your parents, then answer the questions below
	VERY WELL	QUITE WELL	WITH DIFFICULTY	
I can give information about the nutritional value and benefits of food.				Which vocabulary about the five-food group did you learn?
I can answer questions about TOMATOES. Or another food.				Which advice did you give to someone who doesn't have good eating habits?
I can ask for and give information about the ingredients of food.				



THIS IS THE END

Excellent job... You completed the guide with wonderful achievements, I am very proud of you. I invite you to continue practicing the acquired knowledge and how to give advice on healthy eating, and continue taking care of yourself with these learned eating habits. *PLAN, ENJOY, AND STICK TO A HEALTHY DIET.*

USEFUL RESOURCES

1. Reading and vocabulary about food : <https://www.helpguide.org/articles/healthy-eating/healthy-eating.htm>
2. Dictionary online: <https://www.wordreference.com/es/>
3. Listening: <https://learnenglishteens.britishcouncil.org/uk-now/video-uk/food-britain>

ANSWER KEY

1. Vocabulary task:

b. Read the nutrient advice; a-5 b-1 c-2 d-4 e-3

2. Reading task: Reading Comprehension.

1 - a 2 - b 3 - b 4 - b 5 - c 6 - a

3. Writing task: Typical dish of Colombia.

Bandeja paisa: protein – carbohydrates – fibre – fibre

Describing food.

1. Sizes, how it is usually served (in other dishes, soups, juices, etc.).
2. essential nutrients – vitamins, minerals, proteins.
3. Benefits of eating tomatoes.
4. add ideas in the paragraph.

ORIENTACIONES FINALES PARA LOS PADRES DE FAMILIA

Para poder verificar el avance adquirido en esta guía de aprendizaje, por favor hágale las siguientes preguntas a su hijo(a)

1. ¿Qué actividad te gustó más?
2. Menciona algunos alimentos y a que grupo alimenticio pertenece.
3. Describe un alimento mencionando si es una fruta, una verdura o un grano, su color, formas de comer, formas de preparación, etc.
4. Menciona algunos beneficios de este alimento.
5. ¿Qué recursos utilizaste para el desarrollo de esta guía?

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5. **Group Work** » In groups, write a similar nutrition quiz.

- a. Research some foods that are good sources of important nutrients.
- b. Write five questions with four possible answers. Include the correct answer.

Bread, cereal, rice and pasta are good sources of _____?
 a. carbohydrates b. cholesterol c. protein d. vitamins

Useful Expressions

I have no idea!
 I don't know!
 I think it's ...

- c. Ask another group your questions. Then, answer their questions. Which group has more correct answers?

6. **Read** » Read the text and the nutritional value of tomatoes.

Tomatoes are not vegetables as many people think. They are a fruit. They come in different sizes and colours. Tomatoes are a basic ingredient of many popular foods like pizzas and ketchup and healthier dishes like salads and sauces of all kinds.

Tomatoes contain essential nutrients **and** are high in vitamin C. This vitamin helps the body grow **and** it can help to repair it. **In addition**, tomatoes are a source of vitamin H. This vitamin helps the body in the production of energy. Tomatoes **also** contain minerals like potassium and copper. These minerals help to regulate body functions. Finally, tomatoes can help digestion because they are a good source of fibre.

In summary, you should eat tomatoes in your daily diet, because they are a tasty fruit with many benefits for your health.

7. **Write** » Write a similar description of a food.

- a. Select a food and research information about it.
- b. Describe it. Include its name, colour, size, shape, taste, ways to eat it, or how it is usually served (in other dishes, soups, juices, etc.).
- c. Describe its essential nutrients – vitamins, minerals, protein, etc. (select the ones with the highest percentages).
- d. Explain some of the benefits. Connect similar ideas with *and*, *also*, *In addition*.
- e. Write a concluding sentence to say why people should eat this food. Use *In summary*.
- f. Exchange your paragraph with a partner. Evaluate your partner's paragraph. Use the Evaluation Checklist. →
- g. Create an infographic to summarize the nutritional information.

Evaluation Checklist

Does your partner:

- ... describe the food and its appearance? Yes No
- ... describe its essential nutrients? Yes No
- ... connect ideas with words like *and*, *also*, *in addition*? Yes No
- ... include a concluding sentence starting with *In summary*? Yes No
- ... include an infographic? Yes No



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4. **Read** » Read this nutrition advice. Complete the text with words from the Word Bank.

Word Bank

bread, cereals and potatoes meat and eggs *fats and sugary food*
 fruit and vegetables dairy products

THE FIVE FOOD GROUPS



28 5. **Listen** » Listen to a teacher talking about nutrition. Match the nutrients A-E with the parts of the body.

Word Bank

heart teeth muscles eyes skin intestines brain bones x2

- A These need **vitamins** and **minerals** to function properly. _____
- B **Calcium** is important to keep these healthy. _____
- C **Fibre** helps these to function correctly. _____
- D **Lipids** help this to function correctly, and protect the whole body. _____
- E These need **protein** to be strong and to grow. _____