



## "BEYOND THE CLASSROOM" ENGLISH SELF-STUDY GUIDE

<b>School</b>	_____	<b>City</b>	_____
<b>Teacher's name</b>	_____		
<b>Student's name</b>	_____		
<b>Grade</b>	8th	<b>Level</b>	A1

### ORIENTACIONES PARA LOS PADRES DE FAMILIA

La siguiente guía de aprendizaje de inglés tiene como objetivo ayudarle a su hijo(a), a familiarizarse con el vocabulario y expresiones gramaticales para reconocer ingredientes de algunos platos, su valor nutricional y hábitos alimenticios. Para su desarrollo es necesario contar con el texto Way to Go- student 8 (Modulo 2 / Unidad 2 / lección 1 (páginas: 60-61-62) en su versión física o digital que se encuentra en el Portal de Colombia Aprende. Igualmente, su hijo(a) debe dedicar 1 hora de trabajo para desarrollar las actividades aquí propuestas.

**Actividad 1 (Vocabulary Task) (10 minutos):** Encontrará vocabulario relacionado con los ingredientes de platos típicos de algunos países. Además, conocerá el valor nutricional de algunos alimentos que se consumen en el hogar.

**Actividad 2 (Reading Task) (15 minutos):** Presenta algunas actividades de comprensión de lectura, enfatizando en el uso del vocabulario descrito en los ejercicios anteriores.

**Actividad 3 (Language Task) (10 minutos):** Encontrará ejercicios relacionados con la gramática propuesta en la guía.

**Actividad 4 (Writing Task) (10 minutos):** Hará una consulta acerca de las fuentes nutritivas de algunos alimentos que se consumen diariamente; de igual manera escribirá un párrafo corto sobre la importancia de comer saludablemente y los beneficios para el cuerpo.

**Actividad 5 (Speaking Task) (10 minutos):** Escogerá una receta típica colombiana, la cual escribirá en inglés y posteriormente grabará un audio acerca de la misma.

De igual manera, hará un ejercicio oral relacionado con la buena nutrición.

**Actividad 6 (Self-assessment) (5 minutos):** Tiene como propósito auto evaluar la puesta en práctica del vocabulario y todo lo relacionado con las actividades en la rúbrica.

Al terminar el desarrollo de la guía, dedique un poco de su tiempo en compañía de su hijo(a), revisando los logros adquiridos y las dificultades que haya tenido.

### WELCOME TO THIS SELF-STUDY GUIDE

This English self-study guide will help you practice vocabulary about Healthy Food (food, cooking, methods and nutrients). These activities are related to the book: Way to go 8th (Module 2 - Unit 2 - Lesson 1). It presents vocabulary and structures in Present Simple and Imperative to describe aspects related to Healthy Food Choices. First, you discover and recognize words about different dishes, then you will practice reading comprehension in some nutrition advice relate to the five food groups and other exercises related to nutrition and eating habits. Next, you will research about some different foods and their nutritional sources. Also, you will write a short text about the topic; you will find an activity related to an exercise where you can practice your pronunciation and finally you will ask a classmate some questions about nutrition.

Are you ready? Let's go!!



Topic	Skill(s)	Grammar	Vocabulary	Function(s)
Healthy Food Choices	Reading, writing and speaking	Present simple questions; Wh-questions; Imperative	Food; Cooking methods; Nutrients	To Give information about eating habits.

### GET READY

<b>Study time needed:</b>  <b>1 hour</b>	<b>Resources:</b> English dictionary, notebook, pencil, mobile phone / computer, PDF file of Way to Go Student book 8 page 60 Exercise 1. Page 61 Exercises 4 and page 62 Exercise 6.	<b>Textbooks Links:</b> <a href="https://drive.google.com/file/d/11WHC1E99542U204WIA5xxm5VQ3iSN6St/view">https://drive.google.com/file/d/11WHC1E99542U204WIA5xxm5VQ3iSN6St/view</a> Track 28 <a href="https://drive.google.com/file/d/1n3eV-pEsn8lsgB8RPuGaD_Io8MrW9w0-/view?usp=sharing">https://drive.google.com/file/d/1n3eV-pEsn8lsgB8RPuGaD_Io8MrW9w0-/view?usp=sharing</a>
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### LEARNING OBJECTIVES



### LEARNING STRATEGIES

<p>What will you learn/practise/reinforce with these activities?</p> <ul style="list-style-type: none"> <li>To use vocabulary about eating habits in a real context.</li> <li>To Identify specific details in a text.</li> <li>To give information about the ingredients of a dish and its nutritional value.</li> </ul>	<p>What can you do to achieve the objectives?</p> <ul style="list-style-type: none"> <li>-Read the instructions for each task.</li> <li>-Look at the examples given in each activity of this learning guide. They are in bold.</li> <li>-Infer the meaning of new words from the context.</li> <li>-Check the meaning of the vocabulary before you listen.</li> <li>-Check your writing carefully for spelling, punctuation and grammar mistakes.</li> <li>-Describe the traditional dishes instead of translating their names.</li> </ul>
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### ACTIVITIES


#### 1.VOCABULARY TASKS (10 minutes)


a. Look at the pictures relating to dishes from Australia, Japan and Colombia. Label the ingredients with the words in the **Word bank**.


 1  
 2  


**Meat pie**


 3  
 a. \_\_\_\_\_


 4  
 b. \_\_\_\_\_


 5  
 c. \_\_\_\_\_


 6  
 d. \_\_\_\_\_


 7  
 e. \_\_\_\_\_

 8  
 f. **baked**

 9  
 g. \_\_\_\_\_

 10  
 h. \_\_\_\_\_

 11  
 i. \_\_\_\_\_

 12  
 j. \_\_\_\_\_

**Word Bank**  
 Ketchup, Onions,  
 Minced beef, salt,  
 English sauce,  
 flour, cheese,  
 Baking powder



"nikuman"

a. _____	b. _____	c. _____	d. garlic	e. steamed
14 f. _____	15 g. _____	16 h. _____	17	

**Word Bank**  
Flour, black pepper, pork, cornstarch, sugar

**Word Bank**  
onions  
minced beef  
flour  
potatoes  
oil  
salt  
ketchup  
pork

13



18



19

Empanadas

a. _____	b. _____	c. _____	d. fried	e. baked
f. _____	g. _____	h. _____	i. _____	

**Word Bank**  
Limes, flour, Chilli pepper, Coriander, Tomatoes, Potatoes

### 2. READING TASK (15 minutes)

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

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

### THE FIVE FOOD GROUPS



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**B. Read the following sentences about eating habits and write (F) if the sentence is false and (T) if it is true.**

- 1. Cereals and potatoes provide energy for our body. (T)
- 2. Fat and sugar provide high nutrients to the body. ( )
- 3. Meat and eggs aren't a good source of protein. ( )
- 4. Fruit and vegetables contain a lot of vitamins and minerals. ( )
- 5. Drinking a lot of water is healthy for the body. ( )

**3. LANGUAGE TASK (10 minutes)**

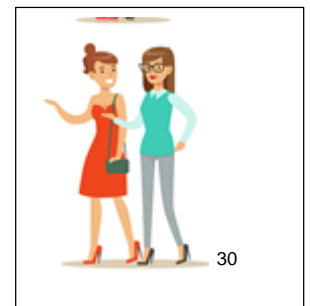
**Read the conversation about eating habits and answer the questions below.**

**Caroline: Do** you prefer to eat food with carbohydrates or protein? Why?

**Patty: I** eat both because my body needs the energy and my muscles need the protein. What about you? **Do** you eat meat and dairy products?

**Caroline: I don't** eat meat because I am vegetarian.

**Patty: Oh,** my sister **doesn't** eat meat either, she gets the protein from vegetable and grains.



**a. The verb tense of the previous sentences is:**

- 1. Simple Past \_\_\_\_\_
- 2. Present Continuous \_\_\_\_\_
- 3. Simple Present \_\_\_\_\_x\_\_\_\_\_
- 4. Simple Future \_\_\_\_\_

**b. From the following uses of the present simple, one does not correspond, choose the sentence that is incorrect, writing an (x) in the parenthesis.**

- 1. The present simple is used with general truths, to show that something is consistently true. ( )
- 2. The simple present tense is also used to give orders (The imperative) ( )
- 3. It refers to events of the past, or something that happened. ( )
- 4. To show regular activity (a habit) or repeated action. ( )

**C. Choose the correct option that completes the sentence.**

1. We use \_\_\_\_\_ with the verb when the subject is: he, she, it, everyone, or family.

- a) -ed
- b) -er
- c) -ing
- d) -s

2. Use \_\_\_\_\_ in negative sentences when the subject is: he, she, it, or family.

- a) don't
- b) didn't
- c) doesn't
- d) aren't

3. We use the base form of the verb in \_\_\_\_\_ when the subject is: I, you, we, they, or a plural noun.

- a) negative sentences
- b) affirmative sentences
- c) interrogative sentences

4. The auxiliaries do / does are used with the tense:

- a) Simple Future
- b) Simple Present
- c) Simple Past
- d) Present Continuous

**d. Read the following sentences. Look for the mistake and correct them.**

1. I always eats breakfast early. I always eat breakfast early \_\_\_\_\_
2. It depend, I eat small portions, but I'm always eating. \_\_\_\_\_
3. They gives your body protein, vitamins and minerals. \_\_\_\_\_
4. I drink never water \_\_\_\_\_
5. Our bodies needs carbohydrates to get energy. \_\_\_\_\_
6. Fruit and vegetables contains a lot of vitamins and minerals. \_\_\_\_\_

**4. WRITING TASK (10 minutes)**

**a. Research some different Colombian dishes and write the ingredients and its nutritional value. Make notes in the chart. Example, Paisa platter**

Sources of vitamins and minerals	Sources of protein	Sources of carbohydrates	Sources of fiber
<b>Avocado</b>	<b>Meat, eggs, beans</b>	<b>Rice, plantain</b>	

**b. According to the vocabulary used in the previous activities write a short paragraph about it. Include the nutritional value and the benefits it gives to the body. For example:**

*I recommend the paisa platter (Bandeja Paisa). It's a good source of protein because it has eggs, red beans, fried pork and mince beef. It comes with rice and slices of fried plantain called patacón. It's served with avocado. Avocados contain a lot of vitamins and minerals.*

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**5. SPEAKING (10 minutes).**

**For the speaking part you can choose one of the following activities.**

**a. Recommend the dish to your teacher. Record it and send it to your teacher. You can use vocaroo. Practice your pronunciation before recording and sending.**

**b. Interview a partner about nutrition and eating habits through WhatsApp. Choose three of the questions below and ask your partner. Practice your pronunciation before the interview.**

1. How often do you eat breakfast? Why?
2. Do you prefer to eat food with protein or carbohydrates? Why?
3. How much do you eat, regular o many portions? Why?
4. How many glasses of water do you drink a day?
5. What kind of food do you eat?
6. Is exercise important for you? Why?





### 6. SELF-ASSESSMENT TASKS (5 minutes). HOW DID I DO IT?



(Yes, complete)






(Almost)



(No, I didn't do it)

Check your progress and evaluate your activity! Tick (X) on the corresponding column:

ASPECTS	 35	 36	 37	What can I do better?
I can use vocabulary related to eating habits.				
I identify specific details in a text.				
I give information about ingredients of a dish and its nutritional value in a text.				

### THIS IS THE END

I feel very pleased to have reached the end of this self-study guide. I congratulate you and hope you have enjoyed this learning. You already know to give information about ingredients of a dish and its nutritional value and vocabulary related to eating habits in a real context. You can learn more vocabulary, taking a look at the useful resources to practice this topic.

### USEFUL RESOURCES

Dictionary

<https://www.wordreference.com/>

Vocabulary

<https://es.liveworksheets.com/nm77392mg>

<https://www.english-at-home.com/vocabulary/food-vocabulary/>

Listening

<https://www.esl-lab.com/easy/gourmet-cooking/>

<https://www.123listening.com/food.php>

Voice recording

<https://vocaroo.com/>



### ANSWER KEY

**1. Vocabulary Task: "Meat Pie"** (a. ketchup, b. minced beef, c. onions, d. oil e. salt, f. baked, g. English sauce, h. cheese, i. baking powder, j. flour).

"Nikuman" (a. flour, b. onions, c. pork, d. garlic, e. cornstarch, f. sugar and g. black pepper).

"Empanada" (a. minced beef, b. potatoes, c. flour, d. fried, e. baked, f. chili, g. pepper, h. tomatoes i. coriander, j. limes).

**2. Reading Task:** a. **(1)** bread, cereals and potatoes; **(2)** meat and eggs; **(3)** fast and sugar food; **(4)** fruit and vegetables; **(5)** dairy products.

b. 1 (T); 2(F); 3(F); 4(T); 5 (T)

**3. Language Task:** a. **3.** Simple Present (X)      b. 3... (X)

c. 1. d)      2. c)      3. b)      4. b)

d. **1.** I always eat breakfast early    **2.** It depends, I eat small portions, but I'm always eating  
**3.** They give your body protein, vitamins and minerals    **4.** I never drink water  
**5.** Our bodies need carbohydrates to get energy    **6.** Fruit and vegetables contain a lot of vitamins and minerals.

**4. Writing Task:** Sources of vitamins and minerals (fruit and vegetables), Sources of carbohydrates (fast and sugar food), Sources of fiber (bread, cereals and potatoes)

**Part B.** Students' own answer.

### ORIENTACIONES FINALES PARA LOS PADRES DE FAMILIA

Una vez que su hijo(a) haya terminado las actividades de la guía, por favor lea con cuidado y escoja una de las siguientes preguntas que le ayude a hacer una reflexión y constatar el proceso de aprendizaje.

- ❖ Nómbrame algunos ingredientes de los platos típicos referidos en la actividad.
- ❖ Cuéntame sobre el valor nutricional de los alimentos.
- ❖ Enumera, por lo menos cinco alimentos que tiene un alto valor nutricional.
- ❖ ¿Qué podemos hacer para aprender más palabras relacionadas con los hábitos alimenticios?
- ❖ ¿Cuánto tiempo te tomó desarrollar toda la guía?
- ❖ ¿Hubo algún ejercicio que se te dificultó?
- ❖ ¿Qué crees que puedes hacer para hacerlo más fácil la próxima vez?

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