



## “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>	8°	<b>Level</b>	A1

### ORIENTACIONES PARA LOS PADRES DE FAMILIA

Estimados padres de familia y/o acudientes.

Continuamos nuestra labor, apreciamos su compromiso, excelente actitud y trabajo en equipo para el beneficio de nuestros jóvenes. El diseño de esta guía de aprendizaje de inglés para el trabajo en casa se elaboró con el fin de ayudar a su hijo o hija a dar información sobre hábitos saludables alimenticios, que reconozca el valor nutricional de los alimentos y pueda dar consejos sobre una vida saludable.

Esta guía está basada en el libro del estudiante Way to Go 8, modulo 2, unidad 2 páginas 60-61 y el libro de trabajo Way to Go 8, modulo 2, unidad 2 página 23 que está disponible en la plataforma **Colombia Aprende**. Para el desarrollo de la misma su hijo (a) realizará las siguientes actividades en un tiempo estimado de 2 horas:

- **Sección 1 (vocabulario):** Ejercicio para reconocer palabras relacionadas con los ingredientes de tres platos típicos de tres países.
- **Sección 2 (escucha):** Son dos ejercicios donde van a escuchar el audio para poder completar las oraciones y en la segunda parte van a determinar si esa declaración es verdadera o falsa.
- **Sección 3 (lectura):** Su hijo (a) realizará un proceso de comprensión de lectura de dos textos en inglés sobre consejos nutricionales y la comida más importante del día. En la primera parte deberán completar las oraciones con una de las palabras del banco de palabras y tendrán que unir algunas frases. En la segunda parte responderán algunas preguntas relacionadas con el contenido del texto.
- **Sección 4 (lenguaje):** Son preguntas de comprensión para abordar dudas en cuanto a la parte gramatical del presente simple y los imperativos.
- **Sección 5 (escritura):** Su hijo (a) empleará el vocabulario y estructuras estudiadas en esta guía de aprendizaje y sus conocimientos previos, para escribir consejos para una vida saludable y hacer una descripción de una comida saludable.
- **Sección 6 (autoevaluación):** El estudiante evaluará su aprendizaje a partir de las actividades que desarrolló.

Así, a través del desarrollo de estas actividades, su hijo (a) mejorará su manejo de vocabulario relacionado con comida saludable y la estructura en inglés usada para expresar consejos.

Adicionalmente, su hijo(a) cuenta con ejemplos de las actividades, recursos adicionales y las respuestas correctas correspondientes a los ejercicios. 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 learn vocabulary about healthy food and giving information about food. All the activities are related to the topic Healthy food choices presented in Way to Go Student Book 8 Module 2 Unit 2 Lesson 1 (pages 60-61). It starts with some vocabulary activities. Then, you have to listen to audio and develop some activities about it (Track 27). After, you have to read a text and work on some activities about it, then you will discover how to express advice. Finally, you will describe the food in a short paragraph and you will give advice about healthy food.

Topic	Skill(s)	Grammar	Vocabulary	Function(s)
Healthy food	Reading, listening and Writing	Present Simple- imperatives	food	Giving information about food.

### GET READY

<p><b>Study time needed:</b></p> <p><b>2 hours</b></p>	<p><b>Resources:</b> English dictionary, notebook, pencil, mobile phone or computer and PDF file of Way to Go Student and Workbook 8°.</p>	<p><b>Textbooks Links:</b></p> <ul style="list-style-type: none"> <li>- Way to Go Students book 8° pages 60-61. <a href="#">WTG SB 8.pdf</a></li> <li>- Way to Go Workbook 8° page 23. <a href="#">WTG WB 8.pdf</a></li> </ul>
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### LEARNING OBJECTIVES

### LEARNING STRATEGIES

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

- To practice vocabulary related to healthy food.
- To ask and give information about eating habits.
- To give advice about eating habits.

*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 drawings to represent them.
- Look at the examples given in each activity of this learning guide.
- Use your prior knowledge and try to infer the meaning. Use the dictionary only when necessary
- Write on your notebook any "new" learning points discovered.



## ACTIVITIES

### 1. VOCABULARY TASKS (15 minutes)

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



meat pie



"nikuman"



empanada






**Word Bank**

- onions
- minced beef
- flour
- potatoes
- oil
- salt
- ketchup
- pork

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### 2. LISTENING TASK (20 minutes)

a. Listen to the description of the typical dishes and complete the chart with the word(s) you hear. (Track 27)

	Description
<b>Nikuman</b> 	It is healthy because it contains <sup>a</sup> ____, a good source of protein.
<b>Meat pie</b> 	The <sup>b</sup> ____ is healthy, but if you add too much ketchup, it is high in <sup>c</sup> _____.
<b>Empanada</b> 	This empanada is filled with <sup>d</sup> _____ and <sup>e</sup> _____. It is better to eat it if it is <sup>f</sup> _____, not fried.

2

b. Listen to the audio again. Then check true or false.

- Nikuman is a healthy dish because it contains protein, onions and garlic. True
- Meat pie is a healthy dish because it contains beef which is high in protein. \_\_\_\_\_
- Empanada isn't healthy because it contains a lot of fat. \_\_\_\_\_
- It is good to eat baked empanada \_\_\_\_\_



3. READING TASK. (20 minutes).

a. 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



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b. Read the text again and match the phrases to complete the sentences correctly.

Look at the example in bold.

The carbohydrates **\_\_\_ a \_\_\_**

1. Dairy products should be \_\_\_\_\_
2. It is necessary to drink lots \_\_\_\_\_
3. A healthy food should contain \_\_\_\_\_
4. Avoid consumption \_\_\_\_\_

**a. Provides energy for our bodies.**

- b. Fats and sugary food.
- c. Low fat
- d. of water.
- e. Carbohydrates, protein, vitamins and minerals.

4. LANGUAGE TASK (15 minutes)

A Based on the previous text (The Five Food Group), choose the correct option.

1. The phrases or sentences that you find in the text express:

- a. A request    b. An obligation    c. An advice

2. The verbs highlighted in the text are in:

- a. Base form    b. Past participle    c. past

3. The auxiliary "Don't" in the phrase "Don't forget to drink lots of water" is expressed in:

- a. Affirmative form    b. Interrogative form    c. Negative form

4. Look at the sentence "Don't forget to drink lots of water". We use "Don't":

- a. Before the subject    b. After the subject    c. Before the verb.

5 The sentences in the text are in:

- a. Present    b. Past    c. Future

**6. Examples of statements that express an advice (choose all the possible answers).**

- a. Please, help me. \_\_\_\_
- b. Enjoy your meal. \_\_\_\_
- c. Don't eat too late. \_\_\_\_
- d. Eat low-fat products.
- e. Don't eat so fast \_\_\_\_

**B. Read the sentences, find the mistakes and correct them.**

1. Not eat so much! \_\_\_\_ *Don't eat so much!* \_\_\_\_\_
2. To drink more water! \_\_\_\_\_
3. Eat don't so much pizza! \_\_\_\_\_
4. To eat more fruits and vegetables! \_\_\_\_\_
5. Eats the right food and the right amount! \_\_\_\_\_

**5. READING TASK (20 minutes)**

**a. Read the article and answer the questions. Write full sentences.**

**The Most Important Meal Of The Day!**

A healthy breakfast has been proven to have many health benefits. Eating breakfast in the morning gives our bodies the energy it needs to get through a busy day. Skipping breakfast is like trying to start your car in the morning without petrol!

Nutritionists all agree; breakfast really is the most important meal of the day! Research shows that students who eat a healthy breakfast do better at school. They are happier and they have more energy. In addition to giving us instant energy, it also provides us with important nutrients and vitamins that our bodies need to function well in the day.

So, what is a healthy breakfast? According to nutritionists, a healthy breakfast should include at least one ingredient from each of the following groups of food groups: fruits and vegetables, protein and carbohydrates. Foods like oatmeal, brown rice and wholegrain bread give your body carbohydrates it needs to make energy. Tomatoes, avocado, oranges and other fruits and vegetables give your body different vitamins. You can get protein from milk, yoghurt, eggs, nuts and other foods like meat. Eating something in all three food groups will help you kick-start your day.

In summary, a healthy breakfast equals a healthy body and healthy mind. For increased energy, concentration, and happiness, eat a healthy breakfast.



1. What are the benefits of eating a healthy breakfast?

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2. What are the three food groups that should be included in a healthy breakfast?

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3. Why do our bodies need carbohydrates?

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**6. WRITING TASK** (20 minutes)

**a. What is your ideal healthy breakfast recipe? Use the information in the text to help you. Think of the ingredients and their nutritional value.**

**Example:**

Food	nutritional value.
Oats, toast, fruit	Fibre, carbohydrate, mineral and vitamins

**b. With the previous information write a description of your ideal healthy breakfast.**

**Example:** *My ideal healthy breakfast would be a glass of oatmeal, toast and fruit. It's healthy because it provides us the necessary nutrients, vitamins and minerals so that we maintain high levels of physical and mental energy.*

My ideal healthy breakfast would be \_\_\_\_\_

It's healthy because \_\_\_\_\_

\_\_\_\_\_

**c. Research some different foods and make notes in the chart. Then write an advice to a healthy diet. Example:**

Sources of vitamins and minerals	Sources of protein	Sources of carbohydrates	Sources of fibre
oranges	seafood	bread	oats

**Example:** **Eat** seafood, like fish or shrimps because they are a good source of protein.




**Don't** eat many portions of bread a day because they are high in carbohydrates.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**7. CHECK YOUR PROGRESS** (10 minutes)

Check your progress!	 <sup>6</sup> Very well	 <sup>7</sup> Quite well	 <sup>8</sup> With difficulty	Discuss with your parents, then answer the questions below
I can understand vocabulary related to healthy food.				Which new words did you learn? _____
I can understand texts about healthy food.				What foods are considered healthy? _____ _____
I can understand short audios about healthy food.				
I can give information about the benefits of healthy food.				Which advice did you give to healthy diet?



## THIS IS THE END

Congratulations! 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.

## USEFUL RESOURCES

Online English and Spanish dictionary

[www.wordreference.com](http://www.wordreference.com)

For further practice (vocabulary and reading) about healthy food.

[https://www.cdc.gov/healthyweight/healthy\\_eating/index.html](https://www.cdc.gov/healthyweight/healthy_eating/index.html)

<https://www.healthline.com/nutrition/50-super-healthy-foods#fruit>

Listening practice

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

## ANSWER KEY

### 1. Vocabulary task.

Meat pie: ketchup, minced beef, onions, oil and salt, baked

Nikuman: flour, onions, pork, garlic, steamed

Empanada: minced beef, potatoes, flour, fried, baked

### 2. Listening task.

**Part A** a. pork b. cooking method c. salt d. meat e. onions f. Baked

**Part B** 1. True 2. False 3. True 4. True

### 3. Reading task.

#### Part A

1. bread, cereals and potatoes 2. meat and eggs 3. fats and sugary food 4. fruit and vegetables 5. dairy products.

**Part B** 1.c 2. d 3.e 4.b

### 4. Language task.

**Part A** 1.c 2.a 3.c 4.c 5.a 6.c, d, e

#### Part B

1. Don't eat so much

2. Drink more water

3. Don't eat so much pizza

4. Eat more fruits and vegetables

5. Eat the right food and the right amount.



### 5. Reading task.

#### Part A

1. A healthy breakfast in the morning gives our bodies the energy it needs to get through a busy day.
2. Fruits and vegetables, protein and carbohydrates.
3. Because we need to make energy.

### 6. Writing task.

#### Possible answers , exercise a.

Sources of vitamins and minerals: fruit, vegetables, grains, milk, cheese.

Sources of protein: beans, beef, eggs, milk, pork, chicken, fish, seafood.

Sources of carbohydrates: fruit, rice, sugar, bread, pasta.

Sources of fibre: whole grains, vegetables, fruit, seeds, oats.

## 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. ¿Cuál fue la actividad que más te gusto? ¿por qué?
2. ¿Tuviste la oportunidad de usar lo que aprendiste en la guía cuando desarrollaste los diferentes ejercicios?
3. Menciona algunos alimentos y a que grupo alimenticio pertenece.
4. Describe un alimento mencionando si es una fruta, una verdura o un grano, su color, formas de comer y su beneficio.
5. ¿Cuánto tiempo te tomó desarrollar la guía?
6. ¿Qué recursos utilizaste para el desarrollo de esta guía?

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### LINKS OF IMAGES

1. Ministerio de Educación Nacional (2016). Way to go! 8th Grade. Bogotá D.C. – Colombia.P. 60. Retrieved from [www.colombiaaprende.edu.co/colombiabilingue](http://www.colombiaaprende.edu.co/colombiabilingue).
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