

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

**School** \_\_\_\_\_ **City** \_\_\_\_\_ **Teacher's name** \_\_\_\_\_

\_\_\_\_\_ **Student's name** \_\_\_\_\_

**Grade** \_\_\_\_\_ **8<sup>th</sup>** \_\_\_\_\_ **Level** \_\_\_\_\_ **A1** \_\_\_\_\_

### ORIENTACIONES PARA LOS PADRES DE FAMILIA

Esta guía de aprendizaje de inglés para el trabajo en casa está preparada con la intención de ayudar a su hijo o hija acerca de los buenos hábitos alimenticios. Su hijo (a) deberá desarrollar esta guía en una hora y media. El trabajo aquí descrito, se deriva de las actividades plasmadas en las páginas 60 y 90 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 tiene acceso a internet.

En la actividad número 1 (Vocabulary), se encuentran dos puntos a desarrollar. En el primero (1.1), los estudiantes encontrarán una serie de platos de diferentes países los cuales deben relacionar con los ingredientes del banco de palabras (word bank). En cuanto a la actividad 1.2, los estudiantes pueden encontrar diferentes tipos de alimentos, los cuales deben ubicar en las casillas de abajo, teniendo en cuenta si son saludables o no saludables.

En la actividad número 2, el estudiante encontrará una explicación sobre el uso del verbo modal Should/Shouldn't y deberá desarrollar unos ejercicios de práctica.

En la actividad número 3, hay un ejercicio de lectura. Inicialmente (3.1), el estudiante deberá escoger las respuestas adecuadas para cada uno de los comentarios que allí se encuentran, seguido hay dos ejercicios más a desarrollar, uno de lectura literal (3.2) y otro de lectura inferencial (3.3), en los cuales el estudiante debe responder unas preguntas de acuerdo a la lectura.

Finalmente, en la actividad número 4, el estudiante debe hacer unas oraciones utilizando el should y shouldn't teniendo en cuenta los hábitos alimenticios de Max y Sally.

Desarrolladas todas las actividades, el estudiante se hará una autoevaluación de su desempeño y compartirá con ustedes el aprendizaje obtenido, respondiendo las preguntas que usted le hará sobre todo el trabajo realizado.

Al final de la guía, también encontrará un cuadro de respuestas para que pueda revisar como lo hizo su hijo(a) en el desarrollo de la guía.



### WELCOME TO THIS SELF-STUDY GUIDE

This English self-study guide helps you practise giving instructions in written form. 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. It starts with some vocabulary revision activities. Then, you have to use 'should' and 'shouldn't' to give advice about the healthy food habits.

Topic	Skill(s)	Grammar	Vocabulary	Function(s)
Nutrition and health	Reading and Writing	Modals (Should and Shouldn't).	Foods and meals	Giving advice on healthy habits.

### GET READY

<p><b>Study time needed:</b></p> <p><b>1 hour and a half</b></p>	<p><b>Resources:</b>  <i>English dictionary, notebook, pencil, mobile phone, sheets of paper, PDF file of Way to Go Student Book 8.</i></p>	<p><b>Textbooks Links:</b></p> <ul style="list-style-type: none"> <li>- <a href="#">Way to Go Student Book 8, page 60 Exercise 1</a></li> <li>- <a href="#">Way to Go Workbook 8, page 90 Exercise 1</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 habits.
- To give advice by making use of 'should' and 'shouldn't'.
- To write pieces of advice in relation to healthy food habits.

***What can you do to achieve the objectives?***

- Read the instructions for each task.
- Use a free dictionary app to listen to the pronunciation of new vocabulary.
- Use the dictionary only if absolutely necessary.
- Use your prior knowledge and try to infer the meaning.
- You should not translate word by word.
- Write on your notebook any "new" learning points discovered.



## ACTIVITIES

### 1. VOCABULARY TASKS (20 minutes)

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

1



meat pie



"nikuman"



empanada





### Word Bank

onions  
minced beef  
flour  
potatoes  
oil  
salt  
ketchup  
pork

1.2 Read the different kinds of food and classify each one in the correct box (Healthy or unhealthy).

Cherries	Cookies	Nuts	Bread	Eggs
Cheese	Lollipops	Plums	Sweets	Chips
Berries	Yogurt	Chocolate	Salami	Vegetables



<p>2</p>  <p>Healthy food</p>	<p>3</p>  <p>Unhealthy food</p>

2. **GRAMMAR INSTRUCTIONS.** (10 minutes)

**Should and shouldn't.**

This is a modal verb that is used to give advice and suggestions.

**Examples:**

- Should I help you?
- You should wash your hands before eating.
- You should eat more healthy food.
- You shouldn't buy fast food.
- You are so fat; you should do more exercise.

**Now Practice:** Complete the dialogue using *should* and *shouldn't*.

- **Lisa:** Hello Mark, how are you?
- **Mark:** Hi Lisa, I feel bad.
- **Lisa:** What happened, \_\_\_\_\_ I help you?
- **Mark:** Well, is my weight, I am so fat. What \_\_\_\_\_ I do?
- **Lisa:** That is a problem; I think you \_\_\_\_\_ eat more fast food; also, you \_\_\_\_\_ try to do more exercise.



- **Mark:** I know; I \_\_\_\_\_ eat more hamburgers or hotdogs, but these are my favorite foods.
- **Lisa:** Well, if you want to have a long life, you \_\_\_\_\_ change your food habits.

**3. Reading tasks (30 minutes)**

**3.1** Read the following comments and try to choose the correct replay for each comment.

4

<p>TommiCoolguy</p> 	<p><b>Comment 1</b> <a href="#">Like</a> · <a href="#">Reply</a> ·  1 · <u>Feb 23, 2016 12:49 p.m.</u></p> <p>My best friend is angry with me. He said that I was selfish because I didn't let him copy my homework. Now he doesn't want to speak to me any more.</p>	<p><b>a. <u>Reply to comment</u></b></p> <p>You <b>should speak</b> to the team coach about their comments. You probably just need more practice.</p>
<p>I_love_football</p> 	<p><b>Comment 2</b> <a href="#">Like</a> · <a href="#">Reply</a> ·  1 · <u>Feb 24, 2016 5:10 p.m.</u></p> <p>I feel really bad today. The other players in my football team say that I'm lazy and fat. They say I should run faster. They make me feel I'm a bad player.</p>	<p><b>b. <u>Reply to comment</u></b></p> <p>You <b>should speak</b> to your mum and say you are sorry. You were rude to her. She is just worried about you. You <b>should try</b> to understand her.</p>
<p>Karen2017</p> 	<p><b>Comment 3</b> <a href="#">Like</a> · <a href="#">Reply</a> ·  1 · <u>Feb 27, 2016 6:00 p.m.</u></p> <p>I feel bad because I argued with my mum. She said that I can't go to a party with my friends. So I said, 'It's not fair! You're ruining my life!' She started to cry. Should I say sorry or just forget about it?</p>	<p><b>c. <u>Reply to comment</u></b></p> <p>You <b>should speak</b> to him about the importance of honesty. Copying someone's homework is never OK. Don't worry, you did the right thing.</p>





### 3.2 Literal reading.

- Read the comments and replies again and answer the following questions.

1- Who didn't let copy his friend copy the homework?	a. Karen2017 b. TommiCoolguy c. I_love_football
2- Who has a problem with her mother?	a. Karen2017 b. TommiCoolguy c. I_love_football
3- Who should speak to the coach about the teammates' bad comments?	a. Karen2017 b. TommiCoolguy c. I_love_football
4- What is the problem between Karen and her mother?	a. Her mother said she can't go to the party. b. She has a boyfriend. c. She loves football.

### 3.3 Inferential reading.

Answer the following questions.

1. What should I\_love\_football do to become a better player?
  - a. He should try to do more football exercises and practise in harder way.
  - b. He should eat fast food.
  - c. He shouldn't play football any more.
2. About the first comment, you can infer that TommiCoolguy is:
  - a. a bad guy.
  - b. a selfish person.
  - c. an honest and responsible guy.



3 . What kind of person do you think Karen is?

- a. She is a respectable girl.
- b. She is a rude girl and doesn't feel sorry for her mother.
- c. She doesn't like the parties.

**4. WRITING TASKs** (20 minutes) Read about Max's lifestyle choices.

Hi, my name is max. I don't like vegetables. I like hot dogs and hamburgers. I don't eat fish. I love to eat candy, cake, and chips. I do not drink water or milk. I eat chocolate every day.

Write a response to max. How should he change his habits?



## 5. CHECK YOUR PROGRESS. (10 minutes)

Evaluate your own work with the following rubrics.

5

I can make suggestions about eating habits. ✓	
Very well	
Quite well	
With difficulty	

6

I can give information about the nutritional value and health benefits of food. ✓	
Very well	
Quite well	
With difficulty	

### THIS IS THE END

Congratulations! You have finished all the activities. You can do very interesting things in the reading and writing skills. Keep working. Finally, don't forget to continue having healthy food habits.

### USEFUL RESOURCES

Online English Spanish dictionary

- <https://dictionary.cambridge.org/es/diccionario/ingles-espanol/>

Vocabulary about the health food habits.

-Way to Go Workbook 8 page 60 Exercise 1

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

Grammar – Modal verbs (Should and Shouldn't).

-<https://www.britishcouncil.es/blog/should-en-ingles>

-<https://learnenglishteens.britishcouncil.org/grammar/beginner-grammar/have-must-should-obligation-advice>





### ANSWER KEY

#### 1. Vocabulary tasks:

##### 1.1

**Meat pie:** ketchup, minced beef, onions, oil and salt, baked. **Nikuman:** flour, onions, pork, garlic, steamed.

**Empanada:** minced beef, flour and eggs potatoes, fried, baked.

**1.2 healthy food:** cherries, cheese, barriers, lettuce, fruit, yogurt, pears, honey, vegetables, eggs, bread, plums, nuts

**Unhealthy food:** cookies, salami, lollipops, sweets, chips, chocolate, bacon.

**2. GRAMMAR ISTRCTION-PRACTICES:** should, should, shouldn't, should, shouldn't, should.

#### 3. READING SKILLS:

**3.1 COMMENT 1 – C , COMMENT 2 – A , COMMENT 3 – B**

**3.2 LITERAL READING:** 1- b, 2-a, 3-c, 4-a.

**3.3 INFERENCIAL READING:** 1-a, 2-c, 3-b.

#### 4. WRITING TASKS (Grammar):

- Each student creates his/her own answers.

### ORIENTACIONES FINALES PARA LOS PADRES DE FAMILIA

Una vez su hijo o hija 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 te gustó y cuál fue la actividad que te pareció más difícil? - Enséñame cómo se dicen en inglés algunas de las comidas que te permiten tener unos hábitos saludables de alimentación.
- Enséñame cómo se dan consejos en inglés.
- ¿Cuánto tiempo te tomó desarrollar toda la guía? - ¿Qué recursos utilizaste?

### AUTHOR(S)

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### LINKS OF IMAGES

1. Ministerio de Educación Nacional (2016). Way to go! 8th Grade. Bogotá D.C. – Colombia. Retrieved from [www.colombiaaprende.edu.co/colombiabilingue](http://www.colombiaaprende.edu.co/colombiabilingue).
2. Image retrieved from <https://pixabay.com/photos/vegetables-broccoli-diet-fibre-1238252/> with a free for commercial use license.
3. Image retrieved from <https://www.pexels.com/photo/person-holding-a-cheeseburger-4109132/> with a free for commercial use license.
4. Ministerio de Educación Nacional (2016). Way to go! 8th Grade. Bogotá D.C. – Colombia. Retrieved from [www.colombiaaprende.edu.co/colombiabilingue](http://www.colombiaaprende.edu.co/colombiabilingue).
5. Ministerio de Educación Nacional (2016). Way to go! 8th Grade. Bogotá D.C. – Colombia. Retrieved from [www.colombiaaprende.edu.co/colombiabilingue](http://www.colombiaaprende.edu.co/colombiabilingue).
6. Ministerio de Educación Nacional (2016). Way to go! 8th Grade. Bogotá D.C. – Colombia. Retrieved from [www.colombiaaprende.edu.co/colombiabilingue](http://www.colombiaaprende.edu.co/colombiabilingue).