

## “BEYOND THE CLASSROOM” ENGLISH SELF-STUDY GUIDE

School

City

Teacher's name

Student's name

Grade

6th

Level

A1

### ORIENTACIONES PARA LOS PADRES DE FAMILIA

La siguiente guía de autoaprendizaje en inglés ha sido elaborada con el fin de que sus hijos practiquen e identifiquen el vocabulario relacionado con las comidas, aprendan a describirlo y a interiorizar el tipo de alimentos que deberían consumir de acuerdo a si son saludables o no. Es importante construir en los jóvenes hábitos y estilos de vida saludables, que propendan por su bienestar. Su hijo deberá dedicar una hora diaria durante la próxima semana para el desarrollo de esta guía y las actividades propuestas a continuación.

La actividad 1: (vocabulary task) Presenta el vocabulario de las comidas, es un ejercicio práctico que llevará al estudiante a reconocer cuáles alimentos son saludables y cuáles no.

La actividad 2: Introduce el vocabulario de los adjetivos que ayudan a describir, el tamaño, la textura, el color y el sabor de los alimentos en inglés.

La actividad 3: (speaking Task) consiste en preguntar de manera oral a los compañeros de clase si les gusta o no les gusta algunos animales, actividades o alimentos propuestos en la dinámica.

La actividad 4: (writing Task) el objetivo principal de esta actividad, es identificar las cualidades de un alimento de acuerdo a su sabor, color, textura y tamaño y escribirlas.

La actividad 5: (speaking task) envíe un audio a través de whatsapp en el cual describa y manifieste qué alimento le gusta usando las expresiones allí propuestas.

### WELCOME TO THIS SELF-STUDY GUIDE

This English self-study guide will help you to describe the characteristics of food. You will be able to identify touches, shapes, colours, tastes, and classify healthy or unhealthy meals. It presents some activities about adjectives and structures to allow you to express what you like and dislike talking about food and some activities. At the end you will send a voice message describing the meals you like the most and their characteristics.



Topic	Skill(s)	Grammar	Vocabulary	Function(s)
Healthy and unhealthy food	Writing Reading Speaking	Simple present & Like and dislike	Food and vegetables	Describing food

### GET READY

<b>Study time needed:</b>  <b>1 hour</b>	<b>Resources:</b> English dictionary, notebook, google, guide, pencil, cellphone, PDF file of way to go student book 6º	<b>Textbooks Links:</b> <a href="http://aprende.colombiaaprende.edu.co/es/node/94010">http://aprende.colombiaaprende.edu.co/es/node/94010</a>
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### LEARNING OBJECTIVES

### LEARNING STRATEGIES

*What will you learn/practise/reinforce with these activities?*

- To practice vocabulary related to FOOD.
- To identify adjectives to describe food.
- To identify and apply grammar structures that are familiar with each topic by sending an audio describing their favorite food.

*What can you do to achieve the objectives?*

- Read carefully each activity before starting to answer.
- Apply the grammar structures already studied in class.
- Use a dictionary to help you to answer if necessary.
- Try to guess some vocabulary according to the context.
- Write down on your notebooks the new vocabulary

### ACTIVITIES

#### *Vocabulary tasks (20 minutes)*

1. Look at the images, write down the names of the food and mention if they are **HEALTHY** or **UNHEALTHY**.

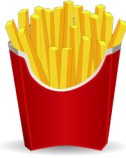
1\*



**Example:**  
BROCCOLI  
HEALTHY



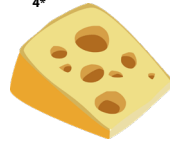
2\*



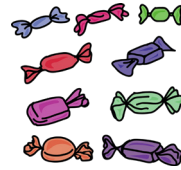
3\*



4\*



5\*



6\*



7\*



8\*



9\*



10\*



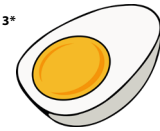
11\*



12\*



13\*



14\*



15\*



16\*



17\*



2. Choose the best adjectives to complete the sentences according to the food.

18\*



**PIZZA IS...**

- a) Salty
- b) Sweet
- c) Unhealthy
- d) Crunchy
- e) Tasty

19\*



**SALAD IS...**

- a) Sour
- b) Bitter
- c) Greasy
- d) Healthy
- e) Delicious



### Language tasks (25 minutes)

3. Look at the box very well and follow the indications. Circle the right answer:

- a) We use like for something positive / negative.
- b) We use dislike for something positive / negative.

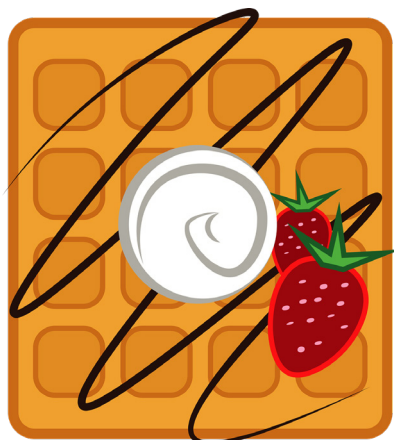
PERSONAL PRONOUN	LIKE - DISLIKE	NOUN
I You We They	like dislike	Soccer the beach Mexican food orange juice
He She It	like dislike	music Japanese food milk

When *like/Dislike* are followed by a verb you need to add **ING** ending to the verb.

4. In the boxes below you will find many adjectives you can use to describe the different foods following the next example.

<p><b>T O U C H</b></p> <p>Rotten, greasy, crunchy, crispy, mushy, ripe, sticky, grubby, melted, slimy, soft, hard, prickly</p>	<p><b>S H A P E</b></p> <p>round, square, straight, triangular, oval, sleek, blobby, flat, elliptical, crooked, wavy</p>	<p><b>C O L O U R</b></p> <p>pink, red, orange, black, yellowish, blue, dark, green, purple, white, grey, brown</p>	<p><b>T A S T E</b></p> <p>sweet, salty, bitter, flavoured, sour, spicy, juicy, fresh, tasteless, hot, mild</p>
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20\*



**EXAMPLE:**  
 SWEET,  
 DELICIOUS,  
 COLORFUL,  
 SOFT & TRIANGULAR



<p><b>1</b> <span style="float: right;">21*</span></p>  <p>1. _____ 2. _____ 3. _____ 4. _____ 5. _____</p>	<p><b>2</b> <span style="float: right;">22*</span></p>  <p>1. _____ 2. _____ 3. _____ 4. _____ 5. _____</p>	<p><b>3</b> <span style="float: right;">23*</span></p>  <p>1. _____ 2. _____ 3. _____ 4. _____ 5. _____</p>	<p><b>4</b> <span style="float: right;">24*</span></p>  <p>1. _____ 2. _____ 3. _____ 4. _____ 5. _____</p>
<p><b>5</b> <span style="float: right;">25*</span></p>  <p>1. _____ 2. _____ 3. _____ 4. _____ 5. _____</p>	<p><b>6</b> <span style="float: right;">26*</span></p>  <p>1. _____ 2. _____ 3. _____ 4. _____ 5. _____</p>	<p><b>7</b> <span style="float: right;">27*</span></p>  <p>1. _____ 2. _____ 3. _____ 4. _____ 5. _____</p>	<p><b>8</b> <span style="float: right;">28*</span></p>  <p>1. _____ 2. _____ 3. _____ 4. _____ 5. _____</p>

5. Ask the following questions to 5 classmates or family members:

For YES   For NO

Name	Do you like bananas?	Do you like coffee?	Do you like cats?	Do you like ironing?	Do you like sewing?



### Skills tasks (10 minutes)

6. Send a voice message to your teacher by WHATSAPP using the following expressions to describe what food you like and the food you dislike. Look at the example.

**EXAMPLE: I LIKE TO EAT FRUITS BECAUSE THEY'RE HEALTHY.**

- I like...
- I love...
- I adore...
- I'm crazy about...
- I enjoy...

### Self-assessment (5 minutes)

Assess your process			
Mention three things you learned.			
What do you think you need to get better?			
What was your favorite activity?			

**THIS IS THE END**

Congratulations! I am glad you could finish this self-study guide. It proves you are committed with this subject and you are now able to write and express by yourself, the type of food you like the most and the food you dislike. Please, keep the hard work because your commitment will always be rewarded. God bless you!

**USEFUL RESOURCES**

EXTRA EXERCISES  
[https://www.uv.mx/apps/tecaprendizaje/material/Cursoenlinea/isaim/Likes%20and%20dislikes/like%20and%20ing/like\\_\\_and\\_dislikes.htm](https://www.uv.mx/apps/tecaprendizaje/material/Cursoenlinea/isaim/Likes%20and%20dislikes/like%20and%20ing/like__and_dislikes.htm)  
<https://www.ecenglish.com/learnenglish/lessons/how-does-it-taste-food-adjectives-0>



IMAGES USED

https://www.google.com/search?q=asking+questions+using+like+and+dislike+worksheet&sxsrf=ALeKk00rBp9K-(YwwOhRkzOz\_eXtelKd0Pg:1597337230849&tbm=isch&source=iu&ictx=1&fir=V78cMrAXrNRUbm%252CMjTan-me0m\_SWM%252C\_&vet=1&usg=AI4\_kQUY0cNyg\_kRYEzvMdVaBUi9XK5Q&sa=X&ved=2ahUKFwjoqezx0JjrAhVKSN8KHeyTDzIQ9QEwAXoECAcQGg&biw=1366&bih=657#imgrc=PN4prnHQkI31LM  
https://www.google.com/search?q=FOOD+SHORT+READING&tbm=isch&ved=2ahUKFwiZ0ly72JjrAhXjQDABHTirBRsQ2-cCegQIABAA#imgrc=nWiaQId6FweWVM&imgdii=cAGvDPOkrNuBcM

ANSWER KEY

Activity 1:

**French fries:** Unhealthy    **Bananas:** Healthy    **Cheese:** Healthy    **Candies:** Unhealthy  
**Hamburguer:** Unhealthy    **Grapes:** Healthy    **Chocolate:** Unhealthy    **Butter:** Unhealthy  
**Soup:** Healthy    **Cake:** Unhealthy    **Strawberry:** Healthy    **Eggs:** Healthy  
**Ice-cream:** Unhealthy    **Chicken:** Healthy    **Milk:** Healthy    **Hot dog:** Unhealthy

**Activity 2:** pizza, a, b, c ,d / salad: a, d, e

**Activity 3:** a. positive b. negative

**Activity 4:** 1: greasy, round,dark red, salty, spicy. 2: soft, round, brown, sweet. 3: crispy, yellowish, flavoured, 4: crunchy, soft, oval, light brown, sweet and salty, 5: ripe, triangular, yellowish, salty, 6: greasy, round, light brown, red, light green, flavoured, 7: mushy, triangular, oval, red, juicy, fresh, 8: hard, triangular, orange, sweet, fresh.

ORIENTACIONES FINALES PARA LOS PADRES DE FAMILIA

Estimado padre de familia, una vez su hijo(a) haya terminado esta guía de aprendizaje, por favor revise atentamente la presentación de la guía y escoja algunas de las preguntas que se presentan a continuación. Estas preguntas le ayudarán a reflexionar sobre el desempeño obtenido por su hijo al finalizar la semana.

- ★ Dime cómo puedo describir esta manzana, menciona al menos dos características.
- ★ ¿Qué palabras nuevas aprendiste mientras realizabas la guía? Menciona 3
- ★ ¿Cuál fue el alimento que describiste al final en el audio? ¿Por qué te gusta tanto? ¿Qué cualidades podrías usar para describirlo?
- ★ ¿Cuál fue la actividad que más te gustó? Y ¿cuál fue la actividad que más se te dificultó?
- ★ ¿En qué aspecto de la guía consideras que necesitas profundizar más?
- ★ ¿Crees que es importante fomentar el autoaprendizaje en ti como joven?

AUTHOR(S)

Name	Olga Lucía Álvarez García	Stephany Valencia Loaiza	Andrés Villa Carvajal
Email	<a href="mailto:alvarezdemanizales@gmail.com">alvarezdemanizales@gmail.com</a>	<a href="mailto:stephyvalo@hotmail.com">stephyvalo@hotmail.com</a>	randrez.0819@gmail.com
School	I.E Nazario Restrepo	I.E Nazario Restrepo	I.E José Antonio Galán

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