



"BEYOND THE CLASSROOM" ENGLISH SELF-STUDY GUIDE

School _____

City _____

Teacher's name _____

Student's name _____

Grade _____

8th

Level _____

A2

ORIENTACIONES PARA LOS PADRES DE FAMILIA

Estimados padres de familia. La temática abordada en la presente guía está relacionada con métodos de cocina, descripción de algunos alimentos y de la base de la que están hechos. Además del vocabulario relacionado con recetas, cantidades e ingredientes. La clase está planeada para una duración de 70-80 minutos aproximadamente. Las actividades están basadas en las páginas 65 y 67 del libro Way to Go grado octavo. El cual se encuentra disponible en la página de Colombia Aprende. Sin embargo, para quienes no puedan descargar el libro, se anexó las páginas sugeridas al final de la guía. El workbook o libro de trabajo, también deberá ser utilizado para resolver los ejercicios propuestos en la página 22.

Las secciones de la guía están diseñadas de la siguiente manera:

1. En la primera sección **READING**, encuentran cuatro fotos de cuatro alimentos, los cuales deben observar y responder las preguntas relacionadas que se encuentran debajo de las cuatro imágenes.
2. La sección dos es una actividad de escucha: **LISTENING**, que consiste en escuchar el audio enviado por el/la docente. En esta sección hay un diálogo que ellos deben completar con lo que escuchan. Las palabras para completar el diálogo están en la primera sección de la guía en el primer punto.
3. En esta sección de escritura: **WRITING**, se le solicita al estudiante realizar una descripción de un plato típico favorito, similar a la descripción dada sobre la empanada, escribirla en el cuaderno y anexar una fotografía del plato.
4. En esta sección el ejercicio a desarrollar es de escucha: **LISTENING**. Como actividad el estudiante debe completar las cantidades de los ingredientes según lo escuchado en el audio. Seguido a esto deberá numerar las imágenes en el orden correcto.
5. En esta sección se le solicita al estudiante escribir una receta de un un snack saludable siguiendo el ejemplo dado en la sección 4.
6. En esta parte se le solicita al estudiante trabajar en el libro de trabajo: **WORKBOOK** página 22, ejercicios 1, 2 y 3.
7. En esta última sección de la guía, el estudiante debe evaluar su desempeño en la realización de la guía.
8. No olvides el lavado frecuente de manos, usa tapabocas, desinfectante y quédate en casa.

Por otra parte, en la siguiente guía el estudiante puede encontrar los modelos a seguir para desarrollar los ejercicios propuestos, las respuestas correctas de cada actividad, además de los links de los recursos de apoyo adicionales.



Les agradecemos de antemano su apoyo en el trabajo a realizar por su hijo/a. Además de la supervisión en el cumplimiento de él/ella en la realización y entrega de esta guía de trabajo. Para nosotros es muy importante contar con ustedes en este proceso de formación académica.

WELCOME TO THIS SELF-STUDY GUIDE

This English self-study guide will help you to learn about cooking methods, taking into account your general grammar of the simple present for working on reading, listening, writing and speaking skills when following instructions. These activities are related to the theme of cooking methods, recipes, and ingredients found on pages 65-67 in the "Way to Go Student's book 2 Module Unit 2 lesson 2 and 3". This begins with a vocabulary revision activity and some opinion questions about the topic. Next, you must do a matching activity. Then, read the two girls' dialogue about empanada and write the description of your favorite traditional food, and also take a photo of it. Later, answer the two questions and listen to the nutritionist Lorie (track 30), take notes of the quantities, and number the photos in the correct order. Finally, think about a recipe for a healthy snack; make a list of the ingredients with the correct quantity, write the instructions to make the snack, and create some pictures for the instructions. Then, record a video explaining step by step your recipe and send the video through WhatsApp to your teacher. Lastly, solve the exercises 1, 2, and 3 on the Workbook, Page 2,2 and do the self-assessment.

Topic	Skill(s)	Grammar	Vocabulary	Function(s)
Cooking methods	Reading, writing, listening and speaking.	Simple present tense (imperatives) and sequential linking words	Cooking methods, recipes, and ingredients.	Explaining the step by step of a recipe.

GET READY

Study time needed: 1 hour 30 minutes	Resources: <i>Notebook, Cell phone, dictionary, pens, PDF Way to go student's book 8th grade.</i>	Textbooks Links: - www.colombiaprende.edu.co/colombiabilingue .
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LEARNING OBJECTIVES

LEARNING STRATEGIES

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

What can you do to achieve the objectives?



- To identify vocabulary related to recipes and its nutrients in written and oral texts.
- To identify the vocabulary for recipes and use it in daily situations.
- To create along with the family a recipe.
- *Read all the instructions and examples before you start. Make sure you understand the activity. Use dictionary if necessary.*
- Make inferences after listening to the activity and make a list with the new words or ideas.
- Scan the activity tasks and focus on the recipe structure text and the steps you need to follow to write yours.
- Take notes and write down important ideas as you read and listen, and they will help you to write your own text.

ACTIVITIES

VOCABULARY TASK:


READ: (15 Minutes)

1. Match the photos with the food from the word bank.


1

Word Bank


grilled sausages fried onions steamed corn dough mashed potatoes




a. *mashed potatoes*



b.



c.



d.

LANGUAGE AWARENESS

Look at the previous photos and answer the following questions:

E.g. Are these cooking methods? Yes, these are methods used for cooking.

- A. What is your family usual cooking method? _____
- B. Which one is your favorite? _____
- C. Can you translate the name of all traditional foods? _____



- D. Will you use expressions like *it comes with*, *it's a kind of*, *it is made of* to describe food? _____

2. LANGUAGE FOR INSTRUCTIONS:

LISTENING. (15 Minutes)

- Open your "Way to go book" on page 65, exercise 2.
- Look at the picture of the two students and try to guess what the conversation is about.
- Play the mp3 file your teacher sent you (track 29).
- Use the words from exercise 1 to complete the dialogue.

A. Two students are talking about typical food from their countries. Complete the conversation with the words to describe the cooking methods from exercise 1. Then, listen and check your answers.

2



What kind of dish is a *tama*l?

It's just ^{b.} _____ potatoes and ^{c.} _____ sausages. **It comes with** ^{d.} _____ onions.

It's a **kind of** ^{a.} _____ corn dough in a banana leaf. **It's filled with** peas, carrots, rice and meat.

What's **bangers and mash**?

Activa

B. Match the words on the left with their synonyms on the right.

- | | |
|-----------------------|--------------------------------------|
| a. It is filled with. | A. Accompany by, attach to, go with. |
| b. It is a kind of. | B. sort of, type of. |
| c. It comes with. | C. full of, replete with. |

STUDY TIP

The name of some food cannot be translated. Instead, you can describe them using the previous expressions like: *it comes with*, *it's made of*, *it's a kind of*, *it's filled with*.

When you are writing, it is necessary to use linking words to connect ideas like: *and*, *also*, *in addition*.



3

What's an empanada?

It's a kind of bread made with corn and filled with beef or chicken.



Useful Expressions

It comes with ...
 It's made with ...
 It's a kind of ...
 It's filled with ...

3. WRITE: (10 Minutes)

- Look at the two girls' dialogue and the description of what an *empanada* is. Following the example, write down the description of your favorite traditional food. Take a photo of it and write its description.

4. LISTEN (15 Minutes)

Before listening to Lorie, the nutritionist, answer:

- What is an energy bar? _____
- Who eats energy bars? _____

Lorie, the nutritionist, shares a video on her blog. It gives instructions on making an energy bar. Look at the ingredients for the energy bar.

- Listen to the Part 1 on the mp3 file your teacher sent you (track 30), and write down the quantities. Follow the example.

bananas	quinoa	oats	nuts	honey
TWO	_____ cups	_____ cup	_____ cup	_____ tablespoons



2. Listen to the audio again and number the photos in the correct order.

5

					1
Store in the fridge for up to five days.	When ready, cut into bars and let them cool.	Bake at 150°C for 25 minutes or until light brown.	Mix all the ingredients together.	Shape the mixture into a large bar or rectangle.	Peel and mash the bananas.

Tip:

Look at the verbs in red. They are given in imperative form for a purpose. When writing recipes, you need to write imperative verbs to give and follow instructions.

5. WRITE: (20 Minutes)

Think about a recipe for a healthy snack.

- A. Make a list of the ingredients with the correct quantity.
- B. Write the instructions to make the snack.
- C. Create some pictures for the instructions.

GETTING READY TO ENJOY OUR RECIPE

Read and watch the following recipe. There are different colours inside the text. Take them into account while reading in order to make it easier to understand the text.

The purple coloured words are the quantities of the ingredients, the red coloured words are verbs in imperative form, and the blue coloured words are linking words. You can follow this recipe as an example to write yours.

Auyama (Pumpkin) cake

Ingredients:

- 100 grams of Butter
- 1 cup of sugar (200 grams)
- 1 cup of Milk (240 milliliters)
- 100 grams of raisins
- 1 cup of flour (140 grams)
- 1 tablespoon of vanilla essence
- 3 eggs
- 500 grams of Auyama (pumpkin)



Preparation:

Step 1. Boil the auyama or pumpkin with a pinch of salt until it is well cooked. **When** it is ready, puree it and reserve it. **Preheat** the oven to 180 °C.

Step 2. Beat the margarine with the sugar **until** you get a smooth cream.

Step 3. Then, alternately **add** the previously sifted flour, the crushed auyama, the vanilla essence, the milk, the eggs, and continue beating.

Step 4. Then, take the raisins, **slice** them in a little flour and **add** them to the dough. **When** you have it ready, **place** it in an ovenproof pan and **spread** in butter or flour. **Then, bake** the auyama cake for approximately 45 minutes. The final time will vary depending on the type of oven.

Step 5. After time, check that it is ready, **let** it cool and **remove** it from the mold.

Step 6. Serve and **enjoy** it!

Watch the video of this recipe; your teacher made for you at URL: ...

SPEAKING PRACTICE:

Record a video explaining step by step your recipe. Use your creativity and the tools you want to fulfill this activity. Send the video through WhatsApp to your teacher.

6. FINAL PRACTICE:

Solve the exercises 1, 2, and 3 on the workbook. Page 22.



7. SELF ASSESSMENT: (5 Minutes)

Self-assessment		VERY WELL	QUITE WELL	WITH DIFFICULTY
VOCABULARY	I can understand vocabulary related to recipes and ingredients.			
GRAMMAR	I can use simple present and the imperative form of verbs to give instructions.			
WRITING	I can write recipes.			
LISTENING	I can understand conversations about eating habits, nutrition and recipes.			
SPEAKING	I can speak about eating habits, nutrition, and recipes with my classmates, friends, and family.			
READING	I can read instructions of recipes.			

THIS IS THE END

Dear learner, you did a great job in this self-study guide; keep on practising all the things related to cooking methods, recipes, and ingredients. Don't forget to share with your classmates, friends, and family. My congratulations and stay home.



USEFUL RESOURCES

Way to Go Student's book 8th page 65-67

<https://drive.google.com/file/d/11WHC1E99542U204WIA5xxm5VQ3iSN6St/view>

Way to Go Workbook 8th page 22 Exercises 1,2 and 3

<http://aprende.colombiaaprende.edu.co/es/node/94010>

Online English Spanish dictionary

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

7 Easy snack recipes for every mood- Tasty

https://www.youtube.com/watch?v=DDXN_ehODds

10 Delicious After School Snack Recipes

<https://www.youtube.com/watch?v=cQ96zueq2Mg>

ANSWER KEY

1.VOCABULARY TASKS:

- A. Mashed potatoes.
- B. Grilled sausages.
- C. Fried onion.
- D. Steamed corn dough.

LANGUAGE FOR INSTRUCTIONS:

2.LISTENING ACTIVITY 1: A

- A. Steamed
- B. Mashed.
- C. Grilled.
- D. Fried.

B.

- a - C
- b - B
- c - A

3.LISTENING ACTIVITY 2:

FIRST PART:

- A. Two
- B. Two
- C. One
- D. One
- E. Two



SECOND PART:

F1, D2, E3, C4, B5, A6.

ORIENTACIONES FINALES PARA LOS PADRES DE FAMILIA

Querido padre de familia, tan pronto como su hijo o hija haya culminado esta guía, por favor hágale las siguientes preguntas antes de enviarla a su profesor:

1. ¿Qué palabras aprendiste del vocabulario de esta guía? Pronúnciame 5 de ellas en inglés.
2. ¿Cómo te parecieron las actividades y cuál fue la que más te gusto?
3. ¿Qué dificultades tuviste grabando tu receta?
4. ¿Comprendiste todas las actividades de la guía?
5. ¿Utilizaste los recursos útiles de la guía?

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LINKS OF IMAGES

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