

"BEYOND THE CLASSROOM" ENGLISH SELF-STUDY GUIDE

School	_____	City	_____
Teacher's name	_____		
Student's name	_____		
Grade	9	Level	A2

ORIENTACIONES PARA LOS PADRES DE FAMILIA

Estimados padres de familia, esperamos se encuentren bien, cuidándose en casa.

En esta guía de aprendizaje de inglés para el trabajo en casa, encontrarán diferentes actividades que le permitirán a su hijo/a afianzar los contenidos propios del área. Aquí podrán trabajar vocabulario sobre comidas y bebidas a través de las habilidades de escucha y habla. Para ello, esta guía está diseñada para ser desarrollada en una hora. El contenido de estas actividades corresponde al libro del estudiante English, Please! 1 establecido para el grado 9º, página 87. Este libro está disponible en la plataforma Colombia Aprende.

A continuación, encontrará una descripción detallada de las actividades a desarrollar por el estudiante:

- Actividad 1: Realizar dos ejercicios sobre clasificación de vocabulario relacionado al tema de comidas y bebidas.
- Actividad 2: Clasificar frases para expresar lo que le gusta y no le gusta, dar su opinión sobre comidas y bebidas haciendo uso de éstas e identificar frases positivas y negativas.
- Actividad 3: Escuchar e identificar información específica en una conversación.
- Actividad 4: Formular preguntas para iniciar una conversación sobre comidas. En este último punto, el estudiante debe practicar primero la pronunciación y luego grabar una conversación con un compañero de clase. En esta actividad, el estudiante podrá encontrar una página web sugerida por el docente para practicar pronunciación.

Es importante para el desarrollo de cada ejercicio, tener en cuenta los ejemplos dados después de cada instrucción para que haya una mayor comprensión de lo que deben realizar. Además, al final de la guía se anexan los recursos adicionales de apoyo y una serie de preguntas para verificar lo que su hijo (a) aprendió durante el desarrollo de la guía.

¡Gracias por su colaboración y acompañamiento durante este proceso!



WELCOME TO THIS SELF-STUDY GUIDE

This English self-study guide helps you reinforce vocabulary related to food and drinks through listening and speaking skills. You will find 4 activities:

- Activity 1: Classify vocabulary related to food and drinks.
- Activity 2: Classify phrases to express what you like and dislike and give your opinion about food and drinks using the expressions mentioned before and finally, identify positive and negative phrases.
- Activity 3: Listen and identify specific information in a conversation.
- Activity 4: Write questions to start a conversation about food. On this last point, you must first practice pronunciation and then record the dialogue with a classmate. In this activity, you will be able to find a web page suggested by the teacher to practice pronunciation.

The listening part is taken from the book: "English, please! 1, page 87. Track 65.

Topic	Skill(s)	Grammar	Vocabulary	Function(s)
Food and drinks	Listening (Receptive) Speaking (Productive)	Present simple	Food and Drinks	Identifying people's opinions about food and drinks.

GET READY

<p>Study time needed: 1 hour</p>	<p>Resources: <i>Notebook, pencil, pen, English dictionary, PDF file of English, Please! Student book 1, WhatsApp, cellphone, headphones or speakers and audio file.</i></p>	<p>Textbooks Links: https://d3rhaqd7pe5pkw.cloudfront.net/English%20Please/Student%20Book%209%C2%B0/ENGLISH_PLEASE_9_STUDENT_BOOK.pdf</p> <p>Audio link: https://drive.google.com/file/d/1yLoHZtgBqi7BeqxV215bsxue43RjRmdp/view?usp=sharing</p>
---	---	--

LEARNING OBJECTIVES

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

- To identify people's likes and dislikes in a conversation.

LEARNING STRATEGIES

What can you do to achieve the objectives?

- Read the given instructions carefully to complete this guide.
- Consider the examples displayed to answer the exercises.
- Use a dictionary for unknown words (If necessary)



- To express opinions about food preferences
- Use your prior knowledge to infer the meaning of new words.
- Take notes of useful expressions when talking about preferences.
- Use the original audio and google translator to practice the pronunciation of unknown words and expressions.

ACTIVITIES

LANGUAGE TASKS

1. Vocabulary (10 min)

a). Look at the words in the box and classify them in the corresponding category. There is an example.

<u>-Apple</u>	-pear	-chicken	-carrot	-cheese	- milk	-pork	-onion	-
yogurt	-butter	-fish	-cucumber	-steak	-strawberry	-avocado	-	
watermelon	-cauliflower	-grapes	-turkey	-mushroom	-garlic	-tuna		

MEAT	DAIRY PRODUCTS	FRUIT	VEGETABLES
		Apple	

b). Underline the word that doesn't correspond to the category. Look at the example below.

Example:

Healthy snacks:	Breakfast:	Lunch:	Snack:	Drinks:	Fast food:
apple celery <u>sandwich</u> tangerine pear	cereal eggs soup chocolate bread	rice pancakes meat beans pasta	apple cookies potato chips ice-cream lettuce	burger lemonade coffee milkshake soda	Hot dog pizza carrot burger French fries

2. LANGUAGE AWARENESS (15 min)

a). Classify the expressions in the corresponding category.

-That's disgusting!	-Yummy!	-I love it!	-Yuck!	-I like it!
-Delicious!	-I hate it!	-I don't like it!	-Mmm tasty!	-Ew!

USEFUL EXPRESSIONS TO TALK ABOUT...

Likes	Dislikes
	-I don't like it!

b). Give your opinion about food using the expressions above. There is an example.

Example: What do you think about celery? Ew! That's disgusting.

What do you think about...?

- cheese?** _____
- coffee?** _____
- pizza?** _____
- avocado?** _____
- onions?** _____
- fish?** _____

c). Look at the following sentences. What is the difference? Which are positive or negative? Write **positive** or **negative** in front of each sentence.

1. I like apples _____
2. He doesn't like tuna _____
3. She likes bananas _____
4. I don't like meat Negative _____
5. She doesn't like pasta _____
6. He likes carrots _____

d). Write full sentences to answer the following questions.

- **What food do you like?** _____
- **What is the food you don't like?** _____

3. LISTENING INSTRUCTIONS (15 min)

a). Listen to track 65 from the book English Please! 1, page 87. Listen to Matt and Kelly talking about food and drink. Write M for Matt and K for Kelly.

Who...

- | | |
|--------------------------------------|--|
| a. doesn't like bread? _____ | e. has fish for lunch? _____ |
| b. prefers juice to coffee? _____ | f. thinks vegetables are good for you? _____ |
| c. always has a big breakfast? _____ | g. doesn't like chicken? _____ |
| d. buys an apple for a snack? _____ | h. loves chocolate? _____ |

b). Listen again and write what they eat for each meal.

	Matt	Kelly
Breakfast		
Snack		
Lunch		

(Exercises taken from English, Please! Student's book 1, page 87 exercise 7 and 8, track 65)

4. SPEAKING INSTRUCTIONS (20 min)

Write four questions to start a conversation between you and a friend. The idea is to ask and answer questions about food. Then, record the conversation through WhatsApp.

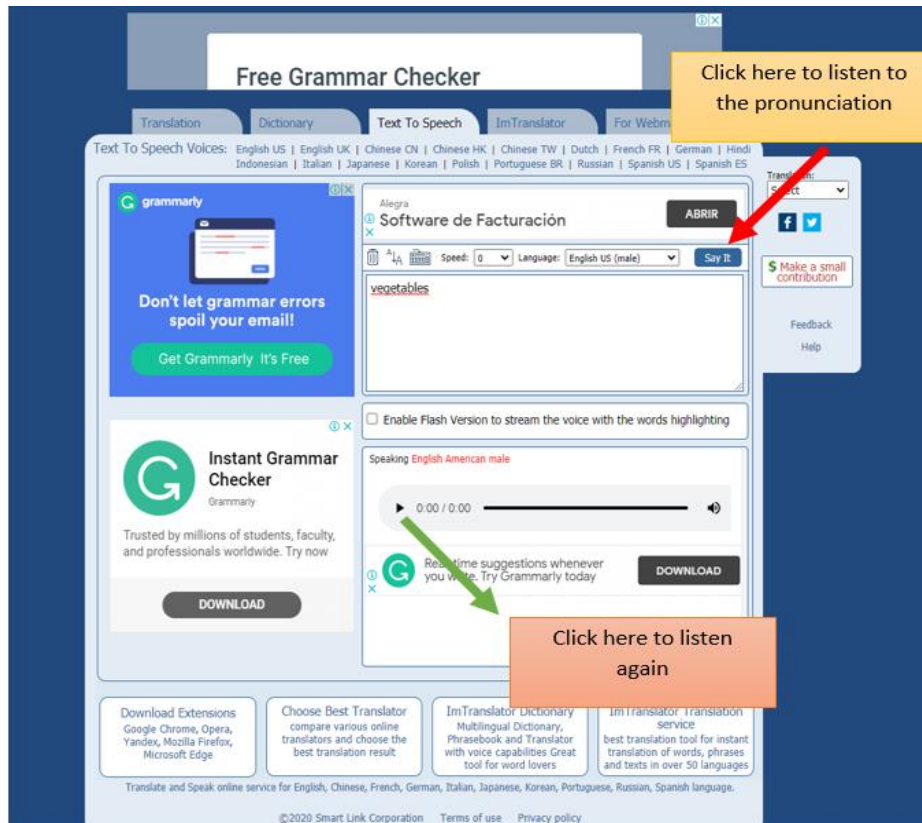
Example: **Andrés:** *What do you have for breakfast?*
Lucia: *I have eggs, bread and chocolate, and you?*

Q1: _____
Q2: _____
Q3: _____
Q4: _____

To help you and your friend's pronunciation visit the following website <https://text-to-speech.imtranslator.net/> (Look at the screenshot in the next page . Here you can find the explanation given by your teacher on how to use it).

If you don't have access to the internet to check your pronunciation on the website, ask your teacher.





After checking your pronunciation, record again and send the audio files to your teacher via WhatsApp.



(Screenshot of the website explaining how to check the pronunciation)

5. ASSESSMENT TASKS (5 min)

Based on what you did, answer the following self-assessment chart. Put an **X** when answering.

Check your progress...	Excellent 	Good 	Average 	Needs improvement 
I can identify people's likes and dislikes in a conversation.				
I can express opinions about food preferences.				



Discuss the following questions with your parents:

1. What you already knew: _____

2. What you learnt in this guide: _____

3. What was the easiest activity and why? _____

4. What was the most difficult activity and why? _____

THIS IS THE END

Well done! I'm glad you have accomplished this task. I invite you to continue practicing the vocabulary and phrases related to food and drinks in your daily life. Remember, it is important to have healthy habits. Additionally, you can practice on the web sites suggested in the useful resources below.

USEFUL RESOURCES

Online English Spanish dictionary

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

Vocabulary - Food:

<https://learnenglishteens.britishcouncil.org/vocabulary/beginner-vocabulary/food>

Vocabulary - Drinks:

<https://learnenglishteens.britishcouncil.org/vocabulary/beginner-vocabulary/drinks>

Listening practice:

<https://learnenglishteens.britishcouncil.org/skills/listening/beginner-a1-listening/ordering-food-cafe>

Pronunciation practice:

<https://text-to-speech.imtranslator.net/>



ANSWER KEY

Vocabulary

- a) **Meat:** Chicken, Pork, Fish, Steak, Turkey, Tuna
Dairy products: Cheese, Yogurt, Butter
Fruits: Apple, Pear, Strawberry, Avocado, Watermelon, Grapes
Vegetables: Carrot, Onion, Cucumber, Cauliflower, Mushroom, garlic
- b) **Healthy snack:** sandwich **Breakfast:** soup **Lunch:** pancakes **Snack:** lettuce **Drinks:** burger **Fast food:** carrot

Language awareness

- Likes:** -Yummy! -I love it! -I like it! -Delicious! -Mmm tasty!
-**Dislikes:** -That's disgusting! -Yuck! -I hate it! -I don't like it! -Ew!
- c) 1. Positive 2. Negative 3. Positive 4. Negative 5. Negative 6. Positive

Listening

- a) a. K b. K c. M d. M e. K f. M g. K h. K
- b) **Breakfast:**
Matt: two eggs, a sandwich, a glass of orange juice
Kelly: an apple, juice
Snack:
Matt: an apple
Kelly: grapes
Lunch:
Matt: chicken and salad
Kelly: fish with lemons and potatoes

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:

- ¿Qué conocías antes sobre el tema desarrollado en la guía?
- ¿Qué palabras y expresiones aprendiste durante el desarrollo de la guía?
- ¿Cuál fue la actividad más fácil de desarrollar? ¿Por qué?
- ¿Cuál fue la más difícil de desarrollar? ¿Por qué?
- ¿Cómo crees que podrías mejorar en el desarrollo de una próxima guía?

AUTHOR(S)

Name	Ana Milena Rojas Silva	Paola Lorena Manjarrés Polania	Aranza Cathalina Laiseca Campos
Email	anmirosi14@gmail.com	paolalorena85@gmail.com	aranzacatalinalaiseca@hotmail.com
School	IE José Reinol Cerquera	IE La Ulloa	IE Riverita



Appendix 1. English, please 1! Students' book page 87.

Module 3

UNIT 1

Focus on language

6. Read the *Useful language* box. Then look at the pictures and write C for Countable and U for Uncountable.



a. ___ fruit



b. ___ apple



c. ___ milk



d. ___ carrot



e. ___ rice



f. ___ beans



g. ___ water



h. ___ meat



i. ___ mango

Useful language

Food words are countable or uncountable. Countable nouns refer to words you can count. They can be singular or plural. Uncountable nouns refer to words you can't count. They are always singular.



7. Listen to Matt and Kelly talking about food and drink. Write M for Matt and K for Kelly.

Who ...

- a. doesn't like bread? _____
- b. prefers juice to coffee? _____
- c. always has a big breakfast? _____
- d. buys an apple for a snack? _____
- e. has fish for lunch? _____
- f. thinks vegetables are good for you? _____
- g. doesn't like chicken? _____
- h. loves chocolate? _____



8. Listen again and write what they eat for each meal.

	Matt	Kelly
Breakfast		
Snack		
Lunch		

9. In your notebook, write what you usually have for each meal.