



"BEYOND THE CLASSROOM" ENGLISH SELF-STUDY GUIDE

School _____

City _____

Teacher's name _____

Student's name _____

Grade _____

9th

Level _____

B1

ORIENTACIONES PARA LOS PADRES DE FAMILIA

Esta guía de trabajo en casa, se diseñó con el fin de aprender y fortalecer el vocabulario de los estudiantes en cuanto a los gustos y preferencias de algunos alimentos, y además reforzar el uso de algunos cuantificadores.

En esta guía su hijo leerá un texto sobre algunos platos típicos colombianos y tendrá que describir un plato típico colombiano siguiendo los ejemplos dados, su hijo(a) deberá dedicar 1 hora de trabajo al desarrollo de la guía.

El trabajo descrito se encuentra en el módulo 3, unidad 1, lección 1 en página 86-88- del libro English Please del estudiante de grado 9, que se encuentra disponible en la plataforma de Colombia aprende. También se adjuntan los pantallazos del libro para quienes no tienen acceso a internet.

Actividad 1.1.1 y 1.1.2: son dos ejercicios para reforzar y aprender nuevo vocabulario sobre alimentos, frutas y bebidas y algunas de sus características principales.

Actividad 1.2.1 y 1.2.2: Encontrarán unas preguntas sobre el tema gramatical de la clase (quantifiers) y luego deberán completar alguna información sobre plural y singular nouns y finalmente harán lectura de una conversación donde deben completar algunos espacios con A/AN/SOME/ANY.

Actividad 2.1.1: Se hará la lectura de un texto que describe tres platos de comida colombiana; ahí deben unir cada imagen con el plato correcto.

Actividad 2.1.2: Después de haber hecho la lectura, deben responder algunas preguntas de falso o verdadero. Posterior a la lectura, deben completar dos ejercicios al usar correctamente los cuantificadores (a, an, some ,any).

Actividad 2.1.3: En esta sección, deben completar unos cuadros con información precisa de cada plato.

Actividad 2.2: después de haber completado los cuadros anteriores, los estudiantes crearán dos cuadros más, los cuales deben diligenciar con información de un plato local y un plato extranjero.



WELCOME TO THIS SELF-STUDY GUIDE

This self-study guide will take you through a series of activities which aim to improve your vocabulary in terms of a healthy lifestyle. It starts with a vocabulary review, then you have to match the names of some fruits and their definitions, then you will work on grammar by using quantifiers to complete the activities. After that, you will read a text about some Colombian dishes and you will complete some charts with the information from the texts. Finally, you will create a new chart to describe a Colombian dish and foreign dish. The information can be found on Módulo 3, unidad 1, lección 1 en página 86-88 from the English please Student's Book 9h grade.

Topic	Skill(s)	Grammar	Vocabulary	Function(s)
Typical Food	Reading and Writing	Quantifiers	Food	To express quantity

GET READY

<p>Study time needed:</p> <p>1 hour</p>	<p>Resources:</p> <p>English dictionary, notebook, pencil, English Please 1.</p>	<p>Textbooks Links:</p> <p>English Please 1 grado noveno, módulo 3, unidad 1, lección 1 en página 86-88</p> <p>http://aprende.colombiaaprende.edu.co/sites/default/files/naspublic/colombiabi/lingue/ep_sbook/student_ep1.pdf</p>
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LEARNING OBJECTIVES

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

- To practise vocabulary related to fruits and meals.
- To infer grammar rules about quantifiers.
- To make inferences based on a text related to dishes.
- To identify specific information in a reading.
- To describe dishes by using quantifiers.

LEARNING STRATEGIES

What can you do to achieve the objectives?

- Look at the examples given in each activity
- Focus on keywords to match concepts and definitions.
- Go to "Useful resources" and get some extra information.
- Recognize words that are similar in Spanish.
- Apply the grammar rules to describe the dishes.



ACTIVITIES

1. LANGUAGE TASKS (time)

1.1. Vocabulary (5 minutes)

1.1.1. Label the pictures with the words from the box. Follow the example given.

Carrots - Milk - Mango - Meat - **Water** - Rice - Fruits - Apples - Beans



a.



b.



c.



d.



e.



f.



g. ____ water



h.



i.

1.1.2. Match the fruits with the correct descriptions. Follow the example given (5 minutes).



Focus on keywords to match concepts definitions.

- A. Banana
- B. Apple
- C. Grapes
- D. Orange
- E. Lemon

- 1- **C** wine is made out of it
- 2- ____ can be sweet or bitter
- 3- ____ it has a color name
- 4- ____ monkeys' favorite fruit
- 5- ____ fruit Adam and Eve ate in paradise



1.2. Grammar (10 minutes)

1.2.1. Look at the chart and complete the sentences with a/an/some/any.

Countable		Uncountable
Singular	Plural	
<i>There is a(n)</i>	<i>There are some</i>	<i>There is some</i>
<i>There isn't a</i>	<i>There aren't any</i>	<i>There isn't any</i>



3*

- a. Mark eats ____ banana every day.
- b. I don't want ____ chicken for lunch, please.
- c. Mum eats ____ apple every morning.
- d. We often have ____ rice for dinner.
- e. Every morning I drink ____ water.
- f. I have ____ egg or ____ sandwich for breakfast.

Taken from English Please 1, Student's Book 9th grade, page 89

Read and underline the correct option:



Go to "Useful resources" and get some extra information

1. We use <i>a/an</i> for _____ nouns a. singular b. plural	2. We use <i>some/any</i> for _____ nouns a. singular b. plural
3. We use <i>some</i> for _____ sentences a. affirmative b. negative	4. We use <i>any</i> for _____ sentences b. affirmative b. negative



1.2.2. Read the conversation and select the correct option. Follow the example (5 minutes)

Kevin: Mum, what do we have in the fridge? Are there (1) ___ apples?

Mum: No, there aren't (2) **any** apples, but there are (3) _____ lemons and (4) _____ banana.

Kevin: Can I have grapes?

Mum: There aren't (5) _____, but you can have (6) _____ orange. Would you like that?

- 1. a) some b) any c) a d) an
- 2. a) some b) any c) a d) an
- 3. a) some b) any c) a d) an
- 4. a) some b) any c) a d) an
- 5. a) some b) any c) a d) an
- 6. a) some b) any c) a d) an

2. SKILL TASKS

2.1 Reading



5*

Recognize words that are similar in Spanish.

2.1.1. Read the text and match the dishes to the pictures. There is one dish with no picture (10 minutes).

Glossary

avocado = aguacate
 herbs = hierbas/especies
 pineapple = piña
 soup = sopa
 strawberries = fresas
 stuffed = relleno

A COUNTRY FULL OF DISHES

Colombia is a beautiful country with lots of different regions and different food traditions. Here are four typical Colombian dishes:

Cholao: This is a traditional dish from Valle del Cauca. It has strawberries, bananas, pineapple, mango and other fruits, with ice and condensed milk.

Ajiaco: This dish is from Cundinamarca and Boyacá. It is a soup and has different kinds of potatoes, corn, chicken and some herbs.

Bandeja Paisa: This is a traditional dish from the coffee region. It has rice, beans, beef, pork, avocado and an egg.

Lechona: This traditional dish from Tolima is a stuffed pig. There is a mixture of rice, peas and pork inside the pig.

Different cities have different dishes, so when you travel, make sure to try some food from the place.



6*

2.1.2. Are the statements true (T) or false (F)? (5 minutes).

Example:

Avocado is an ingredient of Cholao: F

- a. Cholao has fruit and vegetables.
- b. Lechona is a traditional dish from Boyacá.
- c. Cheese, rice and egg are some of the ingredients of Ajiaco.
- d. Ajiaco is a soup.

2.1.3. Read the text again and Complete the descriptions about each dish (10 minutes).

<p>Name: Cholao Place: Valle del Cauca</p> <p>Ingredients: strawberries, bananas, pineapple, mango, and other fruit. You have it with ice and condensed milk</p>	<p>Name: Place: Ingredients:</p>	<p>Name: Place: Ingredients:</p>	<p>Name: Place: Ingredients:</p>
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Taken from English Please ,1 Student's Book 9th grade, page 88

2.2. Writing (10 minutes)



Apply the grammar rules to describe the dishes.

Write about a typical Colombian dish and a dish from another country. Make sure to include name, place and ingredients. Follow the model provided in the exercise 2.1.3 and don't forget to include quantifiers.




Colombian Dish
Name: _____
Place: _____
Ingredients: _____



Foreign Dish
Name: _____
Place: _____
Ingredients: _____

3. ASSESSMENT TASK (5 minutes)

Read the statements and check your progress. Then, discuss some questions with your parents.

Check your progress!	 8*	 9*	 10*	Discuss with your parents, then answer the questions below
	Very well	Quite well	With difficulty	
I can identify the ingredients of some colombian dishes				How many new words did you learn? _____
I can describe dishes by using quantifiers.				Which typical dishes does your mother prepare at home? _____

THIS IS THE END

Congratulations, you have advanced one more step in your way to achieve the goals. Continue practicing your vocabulary and learning about quantifiers and Colombian meals by using the following resources.

USEFUL RESOURCES

Translator

<https://translate.google.com/?hl=es>

Traditional dishes

<https://medellinliving.com/10-traditional-dishes-to-try-when-visiting-colombia/>

Quantifiers

<https://agendaweb.org/grammar/quantifiers-quantity-exercises.html>



ANSWER KEY

Activity 1.1.1: A. fruits B. apples C. milk D. carrots E. rice F. beans G. water H. meat I. mango

Activity 1.1.2: 1-c 2-e 3-d 4-a 5-b

Activity 1.2.1: A-a B- any C-an D:some e:some F: an - a

Activity 1.2.2: 1-b 2-b 3-a 4-c 5-b 6-d

Activity 2.1.2: A:false B:false C:false D:true

ORIENTACIONES FINALES PARA LOS PADRES DE FAMILIA

Una vez su hijo(a) haya terminado las actividades por favor preguntarle:

¿Cuál actividad te gustó más?

¿Enséñame los nombres de algunos alimentos saludables?

¿Dime, cuál es la diferencia entre "a", "an", "some" y "any"?

¿Cuáles son los ingredientes de una bandeja paisa en inglés?

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LINKS OF IMAGENES

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