

"BEYOND THE CLASSROOM" ENGLISH SELF-STUDY GUIDE

School _____ **City** _____

Teacher's name _____

Student's name _____

Grade _____ **9TH** **Level** _____ **A1**

ORIENTACIONES PARA LOS PADRES DE FAMILIA

Estimados padres de familia y/o acudientes,

Continuamos nuestra labor, gracias por su compromiso, y acompañamiento para el beneficio de nuestros jóvenes. El diseño de esta guía está basado en el libro English Please! Fast Track 1, Módulo 3, Lesson 2, Unidad 1 página 90, 91. El tiempo de desarrollo de las actividades está estimado en 1 hora y 10 minutos:

- Sección 1 (vocabulario): Ejercicio para reconocer palabras claves de los grupos alimenticios y sus beneficios.

- Sección 2 (lectura): Su hijo(a) realizará un proceso de comprensión de lectura de un texto corto en inglés sobre los grupos alimenticios y sus beneficios.

Sección 3 (escritura): Su hijo(a) empleará el vocabulario y estructuras estudiadas en esta guía de aprendizaje y sus conocimientos previos, para realizar una descripción de las comidas que consume a diario.

Sección 4 (Descubriendo la estructura) El estudiante debe responder unas preguntas con base en la lectura y los ejemplos dados para descubrir el uso y función de la estructura gramatical.

- Sección 5 (autoevaluación): El estudiante evaluará su aprendizaje a partir de las actividades que desarrolló.

Además, se ofrecen ejemplos de las actividades, las respuestas correctas y recursos adicionales de apoyo. Agradecemos su colaboración supervisando que su hijo(a) complete las actividades indicadas. Al final, ustedes encontrarán una serie de preguntas de verificación de lo que su hijo(a) aprendió mediante el desarrollo de esta guía.

WELCOME TO THIS SELF-STUDY GUIDE

This English self-study guide helps you practise expressing information about food groups. All the activities are related to the topic "Food groups" presented in English Please! Student Book 1, Module 3, Unit 1, Lesson 2. It starts with some vocabulary activities. Then, you have to read some information about healthy diet and answer some questions, and end up writing a description of the meals you eat.

Topic	Skill(s)	Grammar	Vocabulary	Function(s)
Food groups	Reading speaking	How much/how many	Food vocabulary	Asking information about food quantities



GET READY

Study time needed:

1 hour, 10 minutes

Resources: English dictionary, notebook, pencil, mobile phone, video camera, sheets of paper, PDF file of - English Please! Student Book 1.

Textbooks Links:

- *English Please! Student Book 1, Module 3, Unit 1, Lesson 2, page 90-91 Exercises 1,2,3*

LEARNING OBJECTIVES

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

- To use vocabulary about food groups in a real context.
- To identify specific information in a text.
- To identify the use of How much/How many.
- To ask about food quantities.

LEARNING STRATEGIES

What can you do to achieve the objectives?

- Read the instructions for each task.
- Make a glossary of new words in your notebook.
- Don't translate words. Use drawings to represent them.
- Look at the examples given in each activity of this learning guide.
- Use your prior knowledge and try to infer the meaning. Use the dictionary only when necessary
- Write on your notebook any "new" learning points discovered.
- Use the models given to do your own task.

ACTIVITIES

1. VOCABULARY TASKS (20 minutes)

A. Look at the diagram of the food groups and complete the information about why food is important



1. Look at the diagram of the food groups and complete the information about why food is important for your body. Look at the example.



- _____ (e.g. bananas and apples): They give your body fibre, vitamins and antioxidants.
- _____ (e.g. carrots and broccoli): They give your body vitamins, minerals and fibre.
- _____ (e.g. soya milk and yoghurt): They provide calcium.
- Grains** (e.g. rice or pasta): They give you energy, and help the body grow and work correctly.
- _____ (e.g. chicken or fish): These help your body to build and repair tissues.
- _____ (e.g. chocolate or butter): These provide lots of energy for your body.

Glossary

build = construir
 fibre = fibra
 tissues = tejidos



B. Write the words in the box, in the correct food group. Then, read the information below and check your answers

Beef bread broccoli carrots cereal cheese chicken eggs fish lettuce ~~melon~~ oranges pasta peas pineapples soya milk spinach strawberries yoghurt

VEGETABLES	FRUITS	PROTEINS	GRAINS	DAIRY
	Melon			

Vegetables: Dark green vegetables like broccoli, spinach, and lettuce provide different nutrients. Orange and red vegetables like yucca, carrots, and pepper provide your body with vitamins, minerals and fibre.

Fruits: pineapples, strawberries, pears, melon, oranges and mangoes help your body to get fibre, potassium, vitamins, and antioxidants.

Proteins: Beef, chicken, fish, eggs, nuts, black beans, peas, lentils, and veggie burgers. Protein builds up, maintains, and replaces the tissues in your body.

Grains: Bread, cereal, rice, tortillas and pasta. Whole-grain products such as whole-wheat bread, oatmeal, and brown rice are recommended because they have more fibre and help you feel full.

Dairy: Milk, yoghurt, cheese, and fortified soya milk or a cup of milk, but it's better to choose low-fat or non-fat dairy most of the time.

2. READING TASKS (25 minutes)

A. Read the text and match the questions a-d to the paragraphs.

- a. How much sugar do you need every day?
- c. How much water do you need every day?

- b. How many meals do you need every day?
- d. How much fruit do you need every day?

What is a healthy diet?

(1) _____
Doctors say, we need to have six meals a day. Normally we have breakfast, lunch and dinner, and it is a tradition to have a big meal. But, our body needs small quantities of food to process more frequently. This means you need to eat something every two or three hours.

(2) *how much fruit do you need every day?*
Doctors say we need to eat fruit every day, and between three to five portions a day. Nowadays, it is possible to find fresh fruit at the supermarket. Usually they are organised by colour. You can find yellow fruit, for example, orange, tangerine and papaya; red fruit, for example, cherries and strawberries; green fruit, etc. So, it makes it simple for you to select from a range of colours.

(3) _____
People have different opinions about how much is required. Some people drink just one glass with their meal, others drink six glasses throughout the day, and other people drink it all day long. The truth is that we drink much more water than what we think. Water is everywhere, in fruit, in soups, in vegetables. The only important thing is to give your body one litre a day.

(4) _____
You may be surprised to learn that your body does not need sugar. In fact, it is not good for your body. Especially when it is artificial. The sugar you find in fruit is natural and your body processes it in a different way, but the sugar that comes from sweets, chocolates, and sodas is not good. Do you know how much sugar there is in a glass of soda? The answer is between four to six spoons, so think twice the next time you feel like a cola or a bar of chocolate.

B. Read the text again and choose the correct option.

1. How many meals do you need to have a day?
 A. **Six small meals** B. Six big meals C. Three big meals
2. How much fruit do you need to have a day?
 A. None (zero) B. One to three portions C. Three to five portions
3. How much water do you need?
 A. One glass B. One litre C. 10 glasses
4. How much sugar do you need?
 A. Your body doesn't need sugar.
 B. Your body needs small quantities.
 C. Your body needs big quantities

C. Find these words in the text and match them to the definitions.

doctors glass natural supermarket

- a. a place to buy food and other products supermarket
- b. a container of liquids _____
- c. not artificial _____
- d. professionals who are trained to treat ill people _____

LANGUAGE AWARENESS (10 minutes)

A. Read the questions from the reading, and the useful language and choose the correct option.

- How **many** meals do you need to have a day?
- How **much** water do you need?

1. The question how much and how many ask about
 a. **Quantity of nouns** b. Quality of nouns
3. The word "meals" is
 a. singular noun b. plural noun
3. The word "water" is
 a. singular noun b. plural noun
4. Can you make water a plural noun? For example, water**s**? Yes____ No____
5. To ask about the quantity of countable nouns we use
 a. How much b. How many
6. To ask about the quantity of uncountable nouns we use
 a. How much b. How many

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, you can measure. They are always singular

B. Complete the questions with much or many in the mini conversations

1. A: How much fruit do you eat a day? B: I eat two pieces of fruit
2. A: How portions of vegetables do you eat a day? B: I have three portions of vegetables
3. A: How soda do you drink? B: I don't drink soda.

5. SPEAKING TASK (10 minutes)

A. Making a survey. Ask your partners about their eating habits

Prepare 3 to 5 questions about eating habits. Call three partners, ask them the questions and write down the answers. You can use Whatsapp voice message.



Ask and answer questions using **How much** and **How many**. Look through the following box for ideas to help you.

<p>Useful questions</p> <p>How many glasses of water/juice/milk do you drink every day? How many cups of coffee/tea/aguadepanela do you drink? How much fruit/sugar/cheese/soda do you have a day?</p>	<p>Useful language to answer about quantity</p> <p>a glass of / a bottle of/ a bowl of / a can of/ a portion of a cup of / two cups of</p>
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Example: A: How much fruit do you eat a day? **B:** I eat two pieces of fruit

B. Send your questions via whatsapp and the results to your teacher.

Before sending your recording, check that you have included the following

In my recording I included	Yes, I did  3	No yet  4
Vocabulary related to countable and uncountable nouns		
questions with how much and how many		
I practice the pronunciation before recording the questions.		

4.SELF-ASSESSMENT TASKS (5 minutes)

Check your progress!	 5 Very well	 6 Quite well	 7 With difficulty	Discuss with your parents, then answers the questions below
I can Identify vocabulary of food groups				How many new words did you learn? _____
I can identify specific information in a text.				What was the text about? _____
I can identify the use of <u>How much</u> and <u>How many</u>				What did you ask about? _____
I can ask about food quantities				



THIS IS THE END

Congratulations, you can do amazing things. Continue practicing the vocabulary about Food groups, and how to ask about food quantity. You can check the useful resources as well. Finally, take care of yourself with simple but important eating habits.

USEFUL RESOURCES

Dictionaries

[Online English Spanish dictionary](#)

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

Practice some vocabulary about food activities:

<https://learnenglishkids.britishcouncil.org/flashcards/sports-flashcards>

Grammar practice

<https://www.britishcouncil.es/blog/how-many-how-much>

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

Vocabulary

<https://es.liveworksheets.com/nm77392mg>

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

Listening

<https://www.123listening.com/food.php>

Voice recording

<https://vocaroo.com/>

ANSWER KEY

VOCABULARY TASKS

ACTIVITY 1A

- a. Fruit b. Vegetables c. Dairy
- d. Grains e. Proteins
- f. Fats and sugars

ACTIVITY 1B

Vegetables: broccoli, carrots, lettuce, spinach
 Fruit: melon, oranges, pineapples, strawberries
 Protein: beef, chicken, eggs, fish, peas
 Grains: bread, cereal, pasta
 Dairy: cheese, soya milk, yoghurt

READING TASKS

ACTIVITY 2 A

1 b 2 d 3 c 4 a

ACTIVITY 2 B

1 A 2 C 3 B 4 A

ACTIVITY 2 C

- a. supermarket b. a glass
- c. natural d. doctors

LANGUAGE AWARENESS

ACTIVITY 3A

1.a 2.b 3. a 4. No

5.b How many

6.a How much

ACTIVITY 3B

- 1. Much
- 2. Many
- 3. Much

ACTIVITY 4

Students' own answers

ORIENTACIONES FINALES PARA LOS PADRES DE FAMILIA

Una vez su hijo(a) haya desarrollado todas las actividades (tasks) 1 a 4, es momento de hacer verificación de su proceso de aprendizaje; por tanto, le sugerimos hacerle las siguientes preguntas:

1. ¿Cuál fue la actividad que te pareció más compleja /más te gustó? ¿Por qué?
2. ¿El tema abordado te da la oportunidad de aplicarlo en tu vida diaria?
3. ¿Pudiste relacionar el vocabulario, los beneficios del conocimiento de los grupos alimenticios con la rutina alimenticia en tu hogar?
4. ¿cómo puedes preguntar a una persona por la cantidad de alimentos que consume en inglés?
4. ¿Cuánto tiempo te tomó desarrollar la guía?
5. ¿Empleaste algunos de los recursos sugeridos en la sección **useful resources**?

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LINKS OF IMAGES

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Appendix English Please Fast track 9- page 90

Focus on vocabulary

Get Ready!

1. Look at the diagram of the food groups and complete the information about why food is important for your body.



- a. _____ (e.g. bananas and apples): They give your body fibre, vitamins and antioxidants.
- b. _____ (e.g. carrots and broccoli): They give your body vitamins, minerals and fibre.
- c. _____ (e.g. soya milk and yoghurt): They provide calcium.
- d. _____ (e.g. rice or pasta): They give you energy, and help the body grow and work correctly.
- e. _____ (e.g. chicken or fish): These help your body to build and repair tissues.
- f. _____ (e.g. chocolate or butter): These provide lots of energy for your body.

Glossary

build = construir
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Listen

66 2. Listen to the information about the Food Pyramid and complete the diagram with the food groups 1-6.

- 1. fruit
- 2. vegetables
- 3. proteins
- 4. grains
- 5. dairy
- 6. fats and sugars



67 3. Write the words in the correct food group. Then listen to the person talking about the Food Pyramid and check your answers.

beef bread broccoli carrots cereal cheese chicken eggs fish lettuce melon
 oranges pasta peas pineapples soya milk spinach strawberries yoghurt

Fruits	Vegetables	Protein	Dairy	Grains



Appendix English Please Fast track 9- page 90 and 91

Module

Read

4. Read the text and match the questions a-d to the paragraphs.
- a. How much sugar do you need every day?
 - b. How many meals do you need every day?
 - c. How much water do you need every day?
 - d. How much fruit do you need every day?

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5. Read the text again and choose the correct option.
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- a. a place to buy food and other products
 - b. a container of liquids
 - c. not artificial
 - d. professionals who are trained to treat ill people