

“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

Esta guía de aprendizaje de inglés para el trabajo en casa se preparó con el fin de ayudar a su hijo o hija a fortalecer habilidades de lectura y escritura a través de ejercicios que incluyen el uso de las formas **there is** y **there are** con vocabulario sobre comidas y bebidas en inglés. Adicionalmente se presenta un importante diagrama del grupo de alimentos que brinda información relevante sobre sus componentes nutricionales. Su hijo (a) deberá dedicar una hora para desarrollar la presente guía. El trabajo aquí descrito se basa en las actividades propuestas en la Unidad 1, Módulo 3 del libro del estudiante English Please 9, que está disponible en la plataforma Colombia Aprende. Se adjunta las páginas del libro al final de la guía para quienes no tienen acceso a internet.

- La actividad 1 de vocabulario consiste en tomar el vocabulario del cuadro y distribuirlo en cada una de las 20 casillas que se encuentran en los dibujos representativos de las comidas y bebidas.
- En la actividad 2.1 el estudiante debe leer la información y llenar los espacios en blanco de acuerdo con el diagrama del grupo de comidas que aparece en la imagen y en la 2.2 escribir falso o verdadero a las afirmaciones.
- En la actividad 3.1 se debe seleccionar A, B o C, según corresponda, en la 3.2 se debe identificar los errores para corregir las oraciones, en la actividad 3.3 hay que describir lo que hay en la imagen utilizando **there is/there are** y finalmente en la actividad 3.4 se invita al estudiante a tomar un viaje imaginario hacia una finca para que realice una actividad de escritura sobre las frutas que le encanta comer y sobre el valor nutritivo que ofrecen para su cuerpo.

Agradecemos su colaboración supervisando que su hijo(a) complete las actividades propuestas en la presente guía. 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 strengthen your English knowledge about the use of “there is /there are”, increase your vocabulary about food and drinks and reflect on the benefits of the food groups for your body. All the activities are related to food and eating habits presented in English Please Student Book 9, Module 3 Unit 1. It includes interesting information that shows you why food is important for your body.

Topic	Skill(s)	Grammar	Vocabulary	Function(s)
Healthy and unhealthy food	Reading and writing	There is, there are (Countable and uncountable nouns)	Food and drink	Describing what is in a place

GET READY	
Study time needed: 1 hour	Resources: <i>English dictionary, a notebook or piece of paper, pen and pencil, colours, PDF file of "English, Please! Fast Track" Student Book 9.</i>

LEARNING OBJECTIVES	LEARNING STRATEGIES
<p><i>What will you learn/practise/reinforce with these activities?</i></p> <ul style="list-style-type: none"> To learn how to use there is/there are with countable and uncountable nouns. To study vocabulary about healthy and unhealthy food. To Recognize why food is important for our body, according to the diagram of the food groups given 	<p><i>What can you do to achieve the objectives?</i></p> <ul style="list-style-type: none"> Read the instructions for each task. Before solving the activities about healthy and unhealthy food, review the diagram of the food groups. Use the dictionary only if absolutely necessary. Use representative drawings to understand the meaning. Don't translate word by word (It would take a long time) Make a glossary of new words in your notebook. Look at the examples given in each activity and use them as models to do your own task.



ACTIVITIES

- 1. VOCABULARY TASKS** (20 minutes)
 a. Match the words in the box to the pictures 1-20.

Example:

1

Focus on vocabulary

Get Ready!

1. Match the words in the box to the pictures 1-9.

burger and chips chicken and rice fish lasagne green salad
 pizza spaghetti bolognese roast beef roast chicken





2. READING TASKS (15 minutes)

2.1 Read the information about why food is important for your body and complete the blanks according to the diagram of the food groups.

2



- 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
 fibre = fibra
 tissues = tejidos

2.2 Write true or false.

- a. Broccoli is important for your body because it gives you calcium. _____
- b. Eggs are important in your diet because they give your body lots of protein. _____

3. Language awareness: There is/there are (10 minutes)

3

Focus on language

13. Look at the chart. Write sentences to describe what is in the fridge.

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>



14. In your notebook, complete the sentences using *a, an, some, any*.




- 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.

4.

3.4 It's time to invite your classmate to take a walk to a farm. Write an invitation describing:

1. Think about your favourite fruit.
2. What do you like to eat when you go to a farm full of fruit?
3. Why are these fruits important for your body?

5. SELF-ASSESSMENT TASKS (5 minutes)

Check your progress	5	6	7	Discuss the questions below with your parents.
				
	Very well	Quite well	With difficulty	
I can use there is/there with food in affirmative and negative sentences.				How many words about food and drink did you learn?
I know why every food group is important for my body.				What food is healthy and unhealthy for your body?

THIS IS THE END

Congratulations, you can do amazing things. Continue practicing how to use "there is and there are" with food, people, animals and things. Finally, now that you know the diagram of the food groups don't forget to eat a balanced diet.

USEFUL RESOURCES

Online English Spanish dictionary

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

Use of there is/there are

https://www.youtube.com/watch?v=kto8H_kEYmM

Vocabulary about food and drink

<https://7esl.com/food-and-drinks-vocabulary/>

Countable and uncountable food

<https://7esl.com/countable-and-uncountable-food/>

ANSWER KEY

1. VOCABULARY TASKS

a. 1. Spaghetti, 2. Salad 3. Roast chicken 4. Pizza 5. Burger and chips 6. Roast beef 7. Lasagne 8. Fish 9. Chicken and rice

2. READING TASKS

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

2.2 a. False
b. True

3. WRITING TASKS

3.1 a. B
b. A
c. C

3.2 a. There is flour in the bag.
b. There are ten oranges on the tree.
c. There are not any bananas.
D. There is butter on the table.

3.3 In my fridge there are four bottles of water, there is some jelly, there is a cabbage, there are ten eggs, there are tomatoes, there are two bananas, there is fruit juice, there aren't any mangoes and there isn't meat.

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

- ¿Cuál fue la actividad que más te gustó y cuál fue la actividad que te pareció más difícil?
- Enséñame cómo utilizar there is y there are con comida en inglés.

- Mencióname en inglés algunas palabras que aprendiste sobre comidas y bebidas
- Dime cuáles son los grupos de alimentos y qué aportan a nuestro organismo
- ¿Cuánto tiempo te tomó desarrollar toda la guía?
- ¿Qué recursos utilizaste?

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Adapted from English Please, Student Book 9. Images and activities from pages 87, 89, 90 and 94.

LINKS OF IMAGES

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