



## "BEYOND THE CLASSROOM" ENGLISH SELF-STUDY GUIDE

School

City

Teacher's name

Student's name

Grade

9th

Level

A2

### ORIENTACIONES PARA LOS PADRES DE FAMILIA

Esta guía de aprendizaje de inglés para el trabajo en casa se preparó con el fin de ayudar al estudiante a repasar vocabulario relacionado con estilos de vida saludables y a aprender a diferenciar y a preguntar por elementos contables y no contables en inglés. El estudiante deberá dedicar una hora para completar toda la guía. El trabajo aquí descrito se relaciona con las páginas 87 y 92 del libro del estudiante English Please! Fast Track 1, que se encuentra disponible en la plataforma Colombia Aprende, y las cuales han sido adaptadas para la presente guía.

- **La actividad 1.1** contiene dos ejercicios de práctica de vocabulario en inglés sobre alimentos y cantidades.
- **La actividad 1.2** incluye tres ejercicios para diferenciar entre alimentos contables e incontables, y la manera apropiada para preguntar por cantidades a través de la expresión how much/ how many (cuánto).
- **La actividad 2.1** contiene ejercicios de comprensión de lectura en formato de selección de múltiple respuesta, similares a las encontradas en las Pruebas Saber ICFES.
- **La actividad 2.2** consiste en diseñar una encuesta corta sobre hábitos alimenticios en el restaurante escolar preguntando por el consumo de ciertos alimentos.
- 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 self-study guide helps you learn vocabulary related with healthy lifestyles such as healthy food, quantities, countable and uncountable food, and to ask for quantities of food by using how much/ how many. All the activities are taken and adapted from Module 3, Unit 1, lesson 2, from the textbook English Please! Fast track 1, pages 87, 91 and 92. It starts with some vocabulary revision activities. After that, you have to complete some reading exercises with multiple choice option, similar to the ones in Pruebas Saber. Finally, you will design a short survey related to eating habits at the school restaurant.



Topic	Skill(s)	Grammar	Vocabulary	Function(s)
Healthy lifestyles	Reading	How much/ how many	Countable and Uncountable Nouns	To describe quantities and amounts

### GET READY

<p><b>Study time needed:</b></p> <p><b>1 hour</b></p>	<p><b>Resources:</b></p> <p>English dictionary (digital or physical), notebook, pencils, pens, PDF file of English please 1.</p>	<p><b>Textbooks Links:</b></p> <p>English Please 1, fast track:  <a href="https://d3rhaqd7pe5pkw.cloudfront.net/English%20Please/Student%20Book%209%20B0/ENGLISH_PLEASE_9_STUDENT_BOOK.pdf">https://d3rhaqd7pe5pkw.cloudfront.net/English%20Please/Student%20Book%209%20B0/ENGLISH_PLEASE_9_STUDENT_BOOK.pdf</a></p> <p><b>Pages:</b></p> <p>Module 3, Unit 1, lesson 2, pages 87, 91 and 92.</p>
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### LEARNING OBJECTIVES

### LEARNING STRATEGIES

*What will you learn/practice/reinforce with these activities?*

- To practice vocabulary related to food, drinks and measurements.
- To describe quantities and amounts.
- To make inferences and find specific information in a text about healthy eating habits.
- To design and answer questions about eating habits in your school restaurant.

*What can you do to achieve the objectives?*

- Look at the examples given in the instructions.
- Use key words to match concepts and definitions.
- Apply grammar rules (How much / how many) to identify correct answers.
- Refer to the reading and pay attention to keywords. E.g. Meals.
- Follow the suggested model text and activate your previous knowledge.



ACTIVITIES

1. LANGUAGE TASKS (10 minutes)

1.1. Vocabulary



1\*

Look at the examples given in the instructions.

1.1.1. Label the pictures using words from the box below. Follow the example given.

PAPAYA	TANGERINE	PORTION	STRAWBERRY	GLASS	SOUP
CHOCOLATE BAR	WATER	SODA	SWEETS	ORANGE	SPOON

2\*



1. \_\_\_\_\_

3\*



2. \_\_\_\_\_

4\*



3. \_\_\_\_\_

5\*



4. \_\_\_\_\_

6\*



5. \_\_\_\_\_

7\*



6. \_\_\_\_\_

8\*



7. S O D A \_\_\_\_\_

9\*



8. \_\_\_\_\_

10\*



9. \_\_\_\_\_



11\*



10. \_\_\_\_\_

12\*



11. \_\_\_\_\_

13\*



12. W A T E R

1.1.2. Match the words to the corresponding definition. Follow the example given:



14\*

Use key words to match concepts to definitions. E.g. Water - liquid

- |                 |   |
|-----------------|---|
| 1. Glass        | ___a. A round juicy citrus fruit                    |
| 2. Portion      | <b><u>5</u> b. Transparent liquid</b>               |
| 3. Orange       | ___c. An implement used for serving and eating food |
| 4. Soda         | ___d. An amount of food served for one person       |
| <b>5. Water</b> | ___e. A sweet, fizzy drink                          |
| 6. Spoon        | ___f. Used for drinking different liquids.          |

**1.2. EXPRESSING QUANTITY** (15 minutes)

1.2.1. 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

15\*

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.

Taken from English Please 1, Fast Track, Page 87

1.2.2. Complete the food questionnaire with **How much** or **How many**. After that, select your option to answer the questions.

Food questionnaire

1. \_\_\_\_\_ fruit do you eat a day?
  - A. Three or more pieces of fruit
  - B. One or two pieces of fruit
  - C. I don't eat fruit
2. \_\_\_\_\_ portions of vegetables do you eat a day?
  - A. Three or more
  - B. One or two
  - C. I don't eat vegetables
3. \_\_\_\_\_ water do you drink a day?
  - A. One big bottle
  - B. One glass
  - C. One small bottle
4. \_\_\_\_\_ fizzy drinks do you drink a day?
  - A. I don't drink fizzy drinks
  - B. One glass
  - C. One big bottle
5. \_\_\_\_\_ dairy products do you have a day?
  - A. Three or more
  - B. One or two
  - C. zero

16\*

Taken and adapted from English Please 1, Fast Track, Page 92



a. Look at the questionnaire again and circle the correct option:

We use **how much** to refer to: Countable Nouns / Uncountable nouns

We use **how many** to refer to: Countable Nouns / Uncountable nouns

1.2.3. Read the sentences and pay attention to the use of **How much** and **How many**. Put a tick (✓) if it is correct, and a cross (X) if it is incorrect. Follow the example given.



Apply grammar rules (How much / how many) to identify correct answers.

1.  How much soda do you need for the party?
2.  She has A stomachache. How many sweets did she eat?
3.  Let's make a cake. How much spoons of oil do we need?
4.  How much glasses of water do you drink each day?
5.  How many beans are we cooking?
6.  Give me two waters, I'm thirsty.

## 2. SKILL TASKS

### 2.1. Reading tasks (10 minutes)

**A.** Read the text and match the questions 1-4 to the paragraphs. Number 2 is an example.

1. How much sugar do you need every day? **2. How many meals do you need every day?**
3. How much water do you need every day? 4. How much fruit do you need every day?

#### What is a healthy diet?

(a) \_\_\_\_\_  
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.

(b) \_\_\_\_\_  
 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.

(c) \_\_\_\_\_  
 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.

(d) \_\_\_\_\_  
 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.

18\*



**B.** The purpose of the text is to:

- 1. Explain the procedures of selecting food to consume daily
- 2. Suggest proper quantities of food to consume
- 3. Indicate where we can find fresh food and avoid sugars
- 4. Make people drink more water and avoid sugars

**C.** Read the text again and choose the correct option.



Refer to the reading and pay attention to keywords. E.g. Meals, fruit, etc.

**1.** How many meals do you need to have a day?

- A. Six small meals
- B. Six big meals
- C. Three big meals

**3.** How much water do you need?

- A. One glass
- B. One litre
- C. 10 glasses

**2.** How much fruit do you need to have a day?

- A. None (zero)
- B. One to three portions
- C. Three to five portions

**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.

**D.** What healthy foods are mentioned in the text?

- |                 |          |
|-----------------|----------|
| a. <u>fruit</u> | d. _____ |
| b. _____        | e. _____ |
| c. _____        | f. _____ |

## 2.2. Writing Task (20 MIN)

You are the new manager in your school restaurant, and need to make decisions about the healthiest food to include for the students. Select different food you usually find in your school restaurant and design a food survey. Complete the chart with 5 questions using *How much* and *How many*, and provide 3 options for each question. Use the *Food questionnaire* in exercise 1.2.2 as a model. Answer **0** is an example.






Follow the suggested model text and activate your previous knowledge.



Question	Option A	Option B	Option C
<b>0. How much ice cream do you eat at school?</b>	Two cups	I don't like ice cream	A small portion
1. _____ _____			
2. _____ _____			
3. _____ _____			
4. _____ _____			
5. _____ _____			

### 3. Assessment task (5 min)

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

Check your progress!	 21*	 22*	 23*	Discuss with your parents, then answer the questions below
	Very well	Quite well	With difficulty	
I can identify countable and uncountable words				How do you differentiate countable from uncountable nouns? _____
I can ask for quantities and amounts of food				What are the proper expressions to ask for quantities and amounts? _____



## THIS IS THE END

Congratulations! You have finally accomplished it! Continue practicing about more types of food, how to ask for quantities, and improve your personal eating habits. Use the following links as a guide.

## USEFUL RESOURCES

Dictionary:

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

Countable and uncountable nouns:

<http://learnenglish.britishcouncil.org/grammar/beginner-to-pre-intermediate/countable-and-uncountable-nouns-1#:~:text=Countable%20nouns%20can%20be%20counted,is%20used%20in%20a%20sentence.>

Grammar explanation

[https://www.myenglishpages.com/site\\_php\\_files/grammar-lesson-countable-uncountable-nouns.php](https://www.myenglishpages.com/site_php_files/grammar-lesson-countable-uncountable-nouns.php)

Further grammar explanation

<https://www.grammar.cl/english/how-much-how-many.htm>

Additional examples:

<https://whatsup.es/blog/how-much-y-how-many-teoria-ejemplos>

Online exercises:

<https://learnenglishkids.britishcouncil.org/grammar-practice/much-and-many>

## ANSWER KEY

### Language tasks

#### 1.1. Vocabulary

1.1.1= 1-Orange 2-Portion 3-Sweets 4-Papaya 5-Soup 6-Chocolate bar 7-Soda 8-Spoon 9-Tangerine 10-Strawberry 11-Glass 12-Water.

1.1.2= 1-f 2-d 3-a 4-e 5-b 6-c

#### 1.2. Expressing quantity

1.2.1= a-uncountable b-countable c-Uncountable d-Countable e-Uncountable f-Uncountable g-Uncountable h-Uncountable i-Countable

1.2.2= 1-How much 2-How many 3-How much 4-How much 5- How many

1.2.3= 1-√ 2-√ 3-x 4-x 5-x 6-x

#### 2. Skill tasks

##### 2.1 Reading tasks

A= 1-a 2-a 3-c 4-b

B=1

C= 1-A 2-C 3-B 4-A

D= a-fruit b-water c-vegetables d-soups e-green fruit f-red fruit



## 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 le gustó y cuál actividad le pareció más difícil?
- Enseñame que objetos de la canasta familiar son contables y cuales son incontables.
- Enseñame cómo preguntar en inglés por cantidades.
- ¿Cuánto tiempo te tomó desarrollar esta guía?
- ¿Usaste alguno de los recursos sugeridos en la sección Useful Resources?

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