



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

**School**

**City**

**Teacher's name**

**Student's name**

**Grade**

9

**Level**

A1

### ORIENTACIONES PARA LOS PADRES DE FAMILIA

Esta guía de aprendizaje para inglés, se preparó para ayudar a su hijo en hablar acerca de preferencias de comida, expresar gustos y disgustos y nombres contables y no contables. esta guía tiene una hora de duración para su desarrollo

Esta actividad descrita se deriva del libro ENGLISH PLEASE FAST TRACK 1 de grado noveno página 86. Este libro está disponible en la página de Colombia Aprende. Para los que no tienen acceso a internet se escribió la página del libro.

**Vocabulary task:** la actividad N°1 del inciso A es una actividad de relación. El estudiante deberá leer el vocabulario y unirlo con las imágenes (alimentos y bebidas). en el inciso B se debe completar el crucigrama usando el vocabulario aprendido en el ejercicio N°1. en el inciso C el estudiante debe copiar la tabla en su cuaderno de trabajo y escribir los alimentos que le gustan en la parte derecha y los que no le gustan en la parte izquierda.

**Listening task:** en la actividad N°2 se trabajará la competencia de escucha. El estudiante en el inciso D debe escuchar un audio ( conversación) saber los gustos de cada uno de ellos en las tres comidas del día. en el inciso E deben describir cada alimento de las secciones allí presentadas.

**Grammar task:** En la actividad N°3 se trabajará la parte de gramática. en en el inciso F se debe ver las imágenes y escribir debajo una C para nombres contables ó U para nombres incontables. en el inciso H se debe escribir en cada espacio A, AN, SOME o ANY.

**Writing task:** en la actividad N°4 es donde se desarrollará la actividad escritora. en ella debe escribir un párrafo en inglés donde describa un plato típico de nuestro país. aquí se debe emplear vocabulario visto y la estructura vista en la parte gramatical.

**Assessment task:** (autoevaluación) en esta sección es donde el estudiante autoevalúa su propio desempeño, destacando lo que aprendió y no de la guía.

## WELCOME TO THIS SELF-STUDY GUIDE

This Self-study Guide was designed to help you know about vocabulary related to food and drinks, things you like or dislike, countable and uncountable nouns. All the activities are aligned with the English Please student book 9 Module 3 unit 1. This guide starts with some interesting activities about vocabulary revision. Then, you have to revise some grammar tips. Consequently, you need to read, and then answer true or false statements from a reading about special dishes in Colombia. Finally, you are required to write a paragraph about a typical Colombian dish.

Topic	Skill(s)	Grammar	Vocabulary	Function(s)
What we eat!	Listening and writing	Like and don't like... Countable and uncountable nouns	Food and drink	Talking about food preferences, describing a typical dish from other country

### GET READY

Study time needed: 1 hour	Resources: <i>English dictionary, EP! student's book 1, notebook, pencils, pencil colours, old english books, magazines, glue, scissors and markers.</i>	Textbooks Links: <i>EP! fast track 1 student's book page 86</i> <a href="#"><u>EP SB 1. pdf</u></a>
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### LEARNING OBJECTIVES

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

To use vocabulary about food and drink.  
To listen to specific information about food and drink.  
To write explicit information from texts to talk about food preferences to describe a healthy and unhealthy diet.

### LEARNING STRATEGIES

*What can you do to achieve the objectives?*

Read carefully all the instructions for each task.  
Use your prior knowledge and try to infer vocabulary.  
Use the dictionary if it is necessary.  
Write any "new" word and its meaning in English in your notebook.  
First read to understand the main ideas; then read to find out specific details focusing on key words.  
Use diagrams to help you organize information.  
Write important ideas or words from a text.

### ACTIVITIES

#### 1. LANGUAGE TASKS (15 minutes)

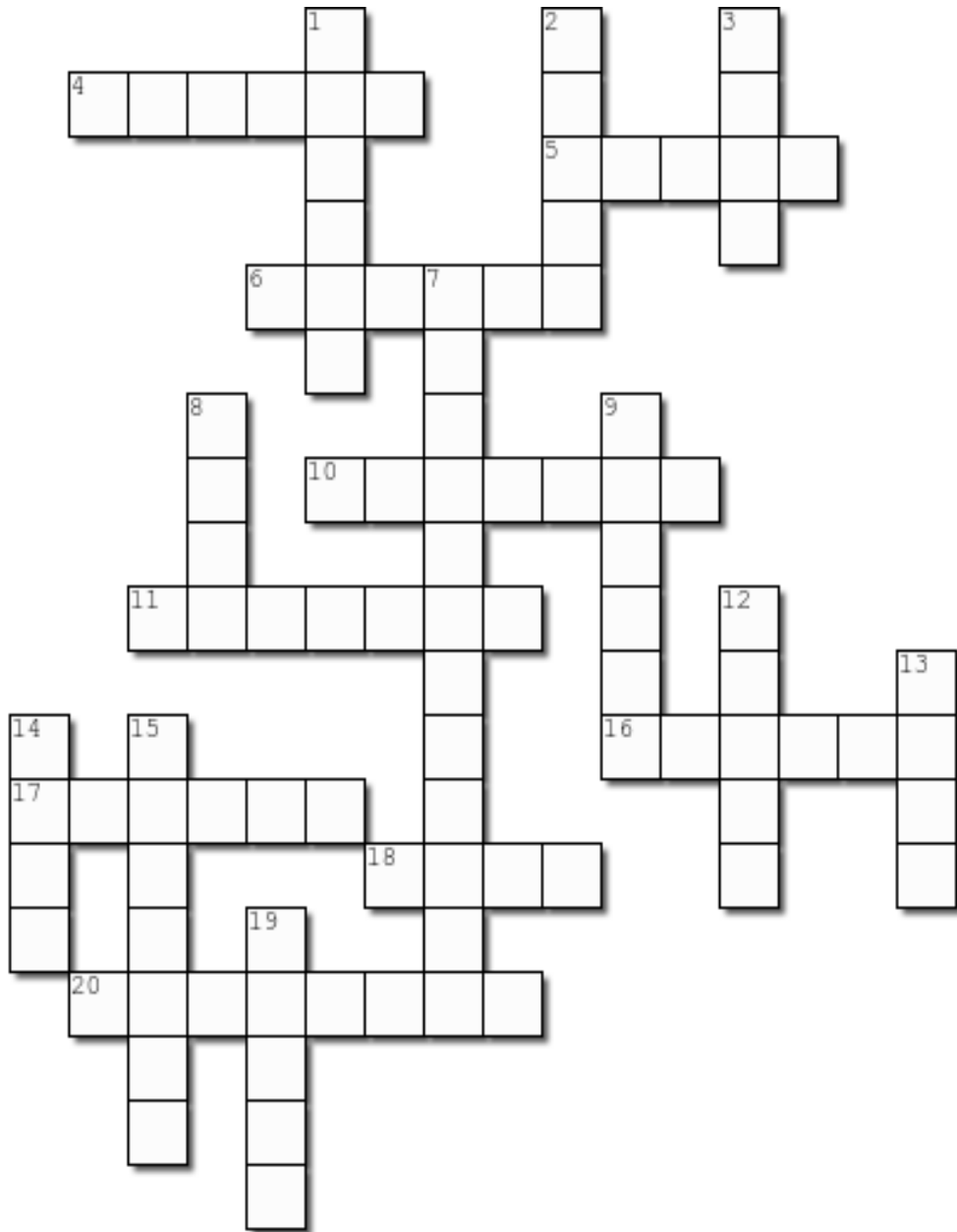
a. Look at the vocabulary from the chart and Match the words with the pictures.



apples- bananas- bread- carrots- cheese- chicken- coffee- eggs- fish-  
 garlic- grapes-  
 lemons- onions- orange juice- potatoes- rice- beans- milk- mango-  
 meat



b. Complete the crossword puzzle using the food and drink vocabulary words from the exercise above, and write down the words in each column.



Created using the Crossword Maker on TheTeach

**Horizontal**

- 4.
- 5.
- 6.
- 10.
- 11.
- 16.
- 17.
- 18.
- 20.

**Vertical**

- 1.
- 2.
- 3.
- 7.
- 8.
- 9.
- 12.
- 13.
- 14.
- 15.
- 19.

c. Copy the chart in your notebook and write the food you like on the left and the food you don't like on the right.

<b>I like...</b>	<b>I don't like...</b>
I like rice	I don't like onions

## 2. LISTENING TASKS (15 time)

a. 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>k</b> | 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.

	KELLY	MATT
BREAKFAST		an apple, juice
LUNCH		
DINNER		



### 3. GRAMMAR TASKS (15 MINUTES)

a. Go to the link proposed in "useful resources" and read more about countable and uncountable nouns. Then watch the video for better understanding and finally work on the following activity from your book English Please page 87.

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

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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

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

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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>



**H. 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.

1- \_\_\_\_\_

2- \_\_\_\_\_

3- \_\_\_\_\_

4- \_\_\_\_\_

5- \_\_\_\_\_

**I.** Read the text and decide if the statements below are true or false.

- Cholao is a traditional dish that is a mixture of fruits and vegetables. **TRUE / FALSE**
- Lechona is a traditional dish made of rice, peas and pork inside. People in Cundinamarca love it! **TRUE / FALSE**



- Potatoes, herbs, corn and chicken are some of the ingredients of Ajiaco. **TRUE / FALSE**
- Rice, beans, beef, pork, avocado and an egg compound the bandeja paisa dish. People all over Colombia come to the Caribbean region to have it! **TRUE / FALSE**

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### 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.



**4. WRITING TASK** (10 minutes)

Take a look at the reading above and Write about a typical Colombian dish and a dish from another country. Make sure to include:

Origin:

Ingredients:

Why you like it:

**5. ASSESSMENT TASKS** (5 minutes)

First, individually, and then with your group, assess your performance in the project work. Write at least three comments for each aspect.

ASSESSMENT			
	What went well	What did not work	What it can be done better next time
ME	1-	1-	1-
	2-	2-	2-
	3-	3-	3-
MY GROUP	1-	1-	1-
	2-	2-	2-
	3-	3-	3-



## THIS IS THE END

Congratulations, you did an outstanding job! Keep on learning vocabulary related to food and drink, countable and uncountable nouns. You can check the useful resources, as well. Be safe and enjoy learning.

## USEFUL RESOURCES

Online English Cambridge dictionary

<https://dictionary.cambridge.org/dictionary/english/>

Countable and uncountable nouns revision:

<https://learnenglishteens.britishcouncil.org/grammar/beginner-grammar/countable-uncountable-nouns>

Useful vocabulary about drink and food

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

<https://learnenglish.britishcouncil.org/grammar/beginner-to-pre-intermediate/countable-and-uncountable-nouns-1>

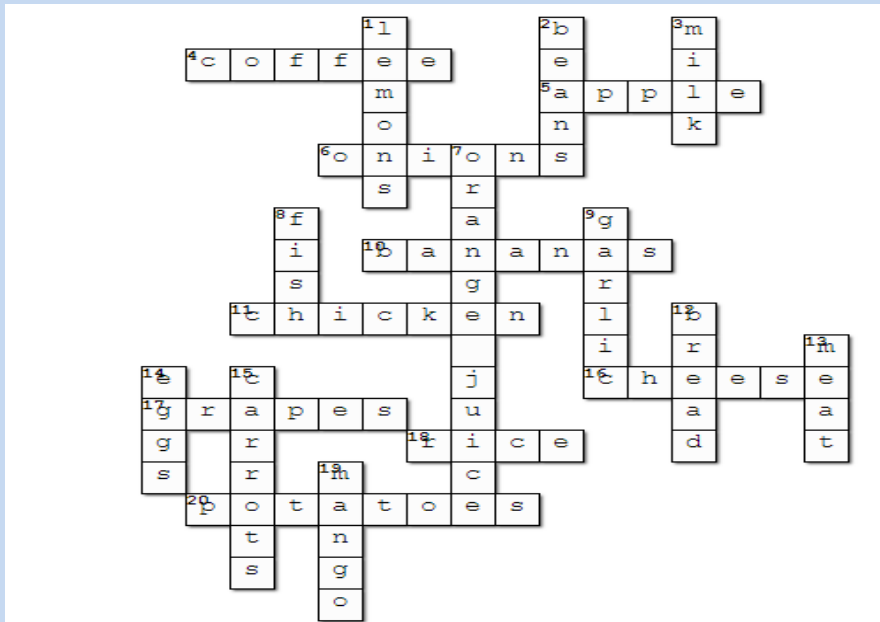


### ANSWER KEY

A.



B.



D.



**Answers**

a K b K c M d M e K f M  
g K h K

**Audio script**

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Kelly: I'm hungry!

Matt: What about your breakfast?

Kelly: I don't have time for breakfast. I usually have an apple. I don't like bread, I don't like coffee. I prefer juice, but I don't have time. What about you?

Matt: My mum always makes a big breakfast for us. Every morning I have

E.

**Answers**

	Matt	Kelly
Breakfast	two eggs, a sandwich, a glass of orange juice	an apple, juice
Snack	an apple	grapes
Lunch	chicken and salad	fish with lemons and potatoes

two eggs, a sandwich and a glass of orange juice.

Kelly: Wow! So you're not hungry the rest of the day.

Matt: Well, I buy an apple for a snack. And what about your snack?

Kelly: I eat grapes. Then, for lunch I usually have fish with lemon and potatoes.

Matt: Sounds delicious! I usually have chicken and salad. Vegetables are good for you.

Kelly: Chicken? Yuck! I don't like it. After lunch, I eat something delicious ... chocolate.

Matt: Oh Kelly, you have a strange diet!

F.

**Answers**

a U b C c U  
d C e U f C  
g U h U i C

G.



### Example answers

There is a melon, an apple, etc.

There isn't a potato, an avocado, etc.

There are some oranges, grapes,  
eggs, tomatoes, peppers, etc.

There aren't any peas, mangoes, etc.

There is some milk, fruit juice,  
water, yoghurt, etc.

There isn't any rice, meat, etc.

H.

### Answers

a. a b. any c. an d. some

e. some f. an / a

I.

F  
F  
T  
F

## ORIENTACIONES FINALES PARA LOS PADRES DE FAMILIA

Una vez su hijo o hija haya terminado las actividades de esta guía, es pertinente compartir con ellos para verificar si hubo o no aprendizaje.

Las siguientes preguntas le permitirán a usted verificar el proceso de aprendizaje:

- ¿Cuál fue la actividad que más te gustó y cuál fue la actividad que te pareció más difícil?
- Enséñame 10 palabras de vocabulario acerca del tema "food and drinks" aprendidas en la guía.
- Enséñame cómo se usan los "Countable and uncountable nouns"
- ¿Cuánto tiempo te tomó desarrollar toda la guía?
- ¿qué hiciste cuando no entendiste palabras o frases de la guía?
- ¿Qué recursos utilizaste?

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