

Self-Study Guide #1 for 11-5 grade March



Unit 1 :Food. Tastes, and healthy live

School Name: Liceo de San Roque

Subject: English. Level: 11th

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Esta guía se realizará del Lunes 8 al Viernes 12 de Marzo en la medida de las posibilidades. Recuerde que si tiene dudas puede contactar al docente a través de Teams o el día Martes donde se aclararan dudas.

Recuerde resolver la guía editada en Liveworksheets. Accesa con su usuario y contraseña disponible en el canal general.



1. Me preparo para hacer la guía/ Getting ready to do my self-study guide

Pautas que debo verificar **antes de iniciar** mi trabajo. /**Aspects to verify before I start working:**

Materiales o recursos que voy a necesitar/ Materials needed	Suggested materials: • Notebook, pencil, pen, eraser, highlighters, etc. • Self- study guide #1 for 11th grade • Computer & Internet access if possible
Condiciones que debe tener el lugar donde voy a trabajar/ Conditions of the place to work	• Work in a place where you do your assignments and homework daily.
Tiempo en que se espera que realice la guía/ Expected time to work this self-study guide	• This self-study guide will take you 80 minutes to be completed. • This self-study guide is published in liveworksheets and teams. Use liveworsheets to response to this guide.



2. Voy a recordar lo aprendido en clase. **Recalling what I learned in class.**

Indicaciones / Instructions	Dear student, <i>The following tasks will help you review and reinforce Unit 1: Types of food, eating habits and behaviors at the table.</i>
Actividad / Activity	Eating Habits What food do you have for breakfast, lunch and dinner? Do you include in your diet carbs, proteins, grains and others?



Preguntas para reflexionar y responder Questions to reflect on and answer	What is your favorite food? Are healthy or unhealthy individual?
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3. Pongo en práctica lo aprendido en clase / Putting into practice what I learned in class.

Indicaciones / Instructions	A. Task 1: Read the following chart about Nouns and quantifiers. Complete the exercise given down with the appropriate response. ENGLISH GRAMMAR MUCH - MANY A LOT OF - LOTS OF = a large quantity of something <i>Much</i> and <i>Many</i> are mainly used in negative sentences and questions. They are not common in affirmative sentences though still possible. <i>Much</i> is used with uncountable nouns. <i>Many</i> is used with plural countable nouns. <table border="1"> <thead> <tr> <th>MUCH</th> <th>MANY</th> </tr> </thead> <tbody> <tr> <td> + UNCOUNTABLE NOUNS - I don't have <i>much</i> time. - He doesn't need <i>much</i> money. - Does it use <i>much</i> electricity? </td> <td> + PLURAL COUNTABLE NOUNS - There aren't <i>many</i> chairs in the room. - I don't have <i>many</i> friends. - Do you think <i>many</i> people will go? </td> </tr> </tbody> </table> With affirmative sentences, we prefer a lot of instead of <i>much/many</i>. A lot of / lots of are not common in negative sentences or questions. A lot of can be used with countable nouns and uncountable nouns. a lot of = lots of <table border="1"> <thead> <tr> <th>A LOT OF</th> <th>A LOT OF</th> </tr> </thead> <tbody> <tr> <td> + UNCOUNTABLE NOUNS - I need <i>a lot of</i> coffee. (= I need <i>lots of</i> coffee.) - There is <i>a lot of</i> traffic today. </td> <td> + PLURAL COUNTABLE NOUNS - She has <i>a lot of</i> friends. (= She has <i>lots of</i> friends.) - There are <i>a lot of</i> cars on the street. </td> </tr> </tbody> </table> www.grammar.cl www.woodwardenglish.com www.vocabulary.cl	MUCH	MANY	+ UNCOUNTABLE NOUNS - I don't have <i>much</i> time. - He doesn't need <i>much</i> money. - Does it use <i>much</i> electricity?	+ PLURAL COUNTABLE NOUNS - There aren't <i>many</i> chairs in the room. - I don't have <i>many</i> friends. - Do you think <i>many</i> people will go?	A LOT OF	A LOT OF	+ UNCOUNTABLE NOUNS - I need <i>a lot of</i> coffee. (= I need <i>lots of</i> coffee.) - There is <i>a lot of</i> traffic today.	+ PLURAL COUNTABLE NOUNS - She has <i>a lot of</i> friends. (= She has <i>lots of</i> friends.) - There are <i>a lot of</i> cars on the street.
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FEW - LITTLE

A FEW - A LITTLE

= a small quantity; a small amount

FEW + Plural Countable Nouns	= not many; not enough; nearly no ...
A FEW + Plural Countable Nouns	= some; a small amount
LITTLE + Uncountable Nouns	= not much; not enough; nearly no ...
A LITTLE + Uncountable Nouns	= some; a small amount

FEW = NOT MANY

(FEW normally conveys a negative idea)

- He has **few** good friends.
(negative idea - not enough)
- **Few** people went to the concert.
- There are **few** honest politicians.

LITTLE = NOT MUCH

(LITTLE normally conveys a negative idea)

- There was **little** time to finish it.
(negative idea - nearly no time)
- He has **little** patience with others.
- They have **little** money to spend.

A FEW = SOME (a small amount)

(A FEW normally conveys a positive idea)

- He has **a few** friends that will help.
(positive idea - a small amount)
- I have **a few** days off next month.
- She has won **a few** awards.

A LITTLE = SOME (a small amount)

(A LITTLE normally conveys a positive idea)

- I have **a little** milk you can use.
(positive idea - a small amount)
- She has **a little** time to relax now.
- I have earned **a little** extra money.

www.grammar.cl

www.woodwardenglish.com

www.vocabulary.cl

Write the appropriate quantifier: many, much, a lot of, a few, fewer, a little, less.

1. They have had _____ homework in mathematics recently. We don't have to waste.
2. How _____ time do you need to finish the work?
3. There were _____ people in the mall today than last week..
4. _____ people know today how to save money.
5. They say _____ knowledge is a dangerous thing.
6. _____ people called on my birthday..
7. I have _____ sugar in my house, I have to buy it.

Task 2: Listening

Pre-listening

1. Listen carefully to the following link. <https://www.esl-lab.com/difficult/diet-plan/>

Post-Listening

2. Response to the following questions given down.

1. The man (Andrew) and woman are _____

- A. () close friends.
- B. () siblings
- C. () husband and wife

2. Andrew found out about his new diet _____.

- A. () from a friend
- B. () on TV
- C. () through unwanted mail

3. From the conversation, we can infer that Andrew _____.

- A. () just joined a fitness center
- B. () hasn't gone running yet.
- C. () has started a new exercise program

4. The problem with eating at night is that _____.

- A. () your blood pressure increases because of the extra fat
- B. () the body isn't active to use up the extra calories
- C. () you feel hungrier in the morning hours

5. The woman knows Andrew is a regular customer at McDonalds because _____.

- A. () Andrew has hamburgers in the refrigerator
- B. () he is a well-known customer at the restaurant
- C. () the manager dropped off some food at his house

C.Task 3: Readings

Read the following passages from your textbook.

Text 1: Mince of potato (pages 20 and 21)

1. Read the text carefully.
2. Look at those unknown words.
3. Response to the questions given.



1. In this recipe, you need a half cup of each _____.
 - a) water and salt.
 - b) rice and onions.
 - c) green peas and oil.
 - d) red peppers and carrots.
2. The first step to follow in the potato mince is:
 - a) to fry garlic.
 - b) to add pepper.
 - c) to boil potatoes.
 - d) to cook the rice.
3. The short word tbsp. means:
 - a) tea spoon.
 - b) table spoon.
 - c) tang tea spoon.
 - d) total table spoon.
4. Both recipes need two kinds of vegetables.
 - a) rice and beans.
 - b) peppers and onions.
 - c) carrots and peppers.
 - d) coriander and onions.
5. Once that the ingredients are mixed in the potato mince you have to _____.
 - a) fry the ingredients again.
 - b) put the mince on a plate.
 - c) cook the tortillas you are going to eat.
 - d) serve the mince with tortillas and coffee.
6. When the rice is cooked, you should _____.
 - a) put the beef.
 - b) add the water.
 - c) turn off the rice cooker.
 - d) the rice cooker turns off automatically.

Text 2: Recipe 1: Thyme Vinegar Recipe 2: Red-Wine Vinegar with Chili
Recipe 3: Creamy Coriander Potatoes
1. Read the three recipes.
2. Response to the questions given.

Recipe N° 1:
Thyme Vinegar

1/6 cup of fresh thyme leaves.

4 cups of natural vinegar (with no additives or banana vinegar from the market).

Place all together in a small jar. Close well and let stand for at least one week. It spices up salads and besides, it's a nice present.



Recipe N° 2:
Red-wine Vinegar with Chili

3 bay leaves.

4 thyme stems.

3 small hot red chilis, fresh or dried (whole).

1 tsp. of black pepper (whole).

4 cups of red-wine vinegar.

Carefully wash a bottle of wine with hot water and soda, rinse well. Put all ingredients into the bottle, close and let stand for at least two weeks. This vinegar spices up tomato or green salads with avocado and much more.



Recipe N° 3: Creamy Coriander Potatoes

3 cups of small, firm, cooked potatoes.

1/3 cup chopped fresh coriander

1 cup of sour cream.

1 tsp. of salt.

1 tbsp. of butter.

Heat butter and add coriander and salt. Peel cooked potatoes and slice them in round pieces. Add butter and stir in sour cream.

Can be served with beef, sausages, or broccoli.



1. Which recipe requires to heat up elements during the process?

- a) N° 1 and N° 2.
- b) N° 1 and N° 3.
- c) N° 2 and N° 3.
- d) N° 1 exclusively.

2. What is the name of the recipe that goes well with meat?

- a) Bay Leaves.
- b) Thyme Vinegar.
- c) Creamy Coriander Potatoes.
- d) Red-Wine Vinegar with Chili.

3. How much time do vinegars need to marinate before using them?

- a) Up to one year.
- b) One week or more.
- c) Less than one week.
- d) More than one year.

4. Which recipes are used to spice up other dishes?

- a) N° 1 and N° 2.
- b) N° 1 and N° 3.
- c) N° 2 and N° 3.
- d) N° 3 exclusively.

5. Which ingredients do recipes N° 1 and 2 have in common?

- a) Thyme.
- b) Black pepper.
- c) Hot red pepper.
- d) Banana vinegar.

6. What kind of vinegar does the second recipe need? _____ vinegar.

- a) Black.
- b) Natural.
- c) Banana.
- d) Red-wine.

Indicaciones o preguntas para auto regularse y evaluarse/

Review the following questions to self-regulate and self-assess:

Did I read the instructions carefully?

Did I underline the words that I didn't understand?



Instructions or questions for self-regulation and self-assessment	Did I use a dictionary or asked a relative about the meaning of the words that I didn't understand? Did I read the instructions again when I didn't understand what I had to do?
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Con el trabajo autónomo voy a aprender a aprender/ With the self-study guide, I'm going to learn how to learn.	
Reviso las acciones realizadas durante la construcción del trabajo. / I check the actions carried out while completing the self-study guide Marco una X encima de cada símbolo al responder las siguientes preguntas/ Mark with an X on the icon that answers the following questions.	
¿Leí las indicaciones con detenimiento? Did I read the instructions carefully?	☐ ☐
¿Subrayé las palabras que no conocía? Did I underline the words that I didn't understand?	☐ ☐
¿Busqué en el diccionario o consulté con un familiar el significado de las palabras que no conocía? Did I use the dictionary or asked a relative about the meaning of the words that I didn't understand?	☐ ☐
¿Me devolví a leer las indicaciones cuando no comprendí qué hacer? Did I read the instructions again when I didn't understand what I had to do?	☐ ☐

Con el trabajo autónomo voy a aprender a aprender/ With the self-study guide, I'm going to learn how to learn.	
Valoro lo realizado al terminar por completo el trabajo. I self-assess what I did when I finish the study guide. Marca una X encima de cada símbolo al responder las siguientes preguntas Mark with an X on the icon that answers the following questions.	



¿Leí mi trabajo para saber si es comprensible lo escrito o realizado? I proofread what I did in my self-study guide.	☐ ☐
¿Revisé mi trabajo para asegurarme si todo lo solicitado fue realizado? I checked my self-study guide to make sure that everything is complete.	☐ ☐
¿Me siento satisfecho con el trabajo que realicé? I feel satisfied with the work I did.	☐ ☐
Explico ¿Cuál fue la parte favorita del trabajo? What was the favorite part of this work?	
¿Qué puedo mejorar, la próxima vez que realice la guía de trabajo autónomo? What can I improve the next time I work on the self study guide?	

Autoevaluación (Self-evaluation)

Task 1: Indicador: Utilice los sustantivos y cuantificadores para completar descripciones dadas.

Indicators: I applied grammar rules to complete descriptions given.

Marco una X encima del número que representa desempeño en el Task 3. Mark with an X on the number that represents my performance on Task 3.		
1	2	3
No logrado / Not achieved Me fue difícil aplicar sustantivos y cuantificadores. Tuve problemas para aplicar su uso.	En proceso / In progress Logré aplicar el uso del de ellos a pesar de algunas dificultades presentes.	Logrado / Achieved Logré utilizarlos y no tuve problemas para realizar la actividad.

Task 2: Indicador: Reconocí vocabulario e ideas relacionadas a diversos temas al resolver ejercicios de comprensión auditiva.

Indicator: I recognized vocabulary and ideas related to different topics by solving listening comprehension exercises.

Marco una X encima del número que representa desempeño en el Task 3. Mark with an X on the number that represents my performance on Task 3.		
1	2	3
No logrado / Not achieved Me fue muy difícil realizar los ejercicios. Me fue difícil	En proceso / In progress Logre completar la mayoría de los ítems en la ficha de	Logrado / Achieved