



## INGLÉS II

### Unidad 1 – Comida

**Autor de contenido:** Prof. Victoria Casas

**Diseño Didáctico:** Mg. Carla Ferreyra Solari

**Diseño Gráfico:** Lic. Paula Bruzzese



# Unit 1

## Bienvenida



PRESENTACIÓN DE LA UNIDAD

EJERCITACIÓN INDEPENDIENTE

FAMOUS QUOTE

CONTEXTUALIZATION TIME

LEARNING NEW VOCABULARY

CIERRE DE UNIDAD

LEARNING NEW STRUCTURES

GRILLA DE CORRECCIÓN



RECUERDE QUE USTED CUENTA CON LA PRESENCIA Y EL APOYO DE SU TUTOR/A EN EL AULA VIRTUAL, A LO LARGO DE LA CURSADA.

EL/ELLA ESTARÁ A DISPOSICIÓN PARA ACOMPAÑARLO DURANTE EL PROCESO DE APRENDIZAJE DEL IDIOMA.

SI SURGEN DUDAS U OBSTÁCULOS QUE DIFICULTAN LA EXPERIENCIA O LA COMPRENSIÓN DE LOS CONTENIDOS DURANTE LA RESOLUCIÓN DE LAS PROPUESTAS, POR FAVOR, COMUNÍQUESE CON ÉL/ELLA PARA QUE PUEDA BRINDARLE LAS ORIENTACIONES QUE LE PERMITIRÁN RESOLVERLAS.

¡APROVECHE TODOS LOS MEDIOS QUE PROVEE EL CAMPUS PARA ESTAR COMUNICADOS!





# Presentación de la unidad



Welcome to English II. In this unit, **the final communicative goal** is to know how to order food at a restaurant. In order to achieve this target you need to learn the following vocabulary and structures:

- First, you will practice vocabulary related to food, drinks and their containers. You can help yourself with a dictionary!
- Then, you will see that this vocabulary can be divided into countable and uncountable nouns.
- After that, you will learn the quantifiers you can use to describe the amount of food or drink there is.
- Finally, you will finish the unit by putting the vocabulary and grammar learnt into contextualized practice. You will be using your reading, writing and listening skills, for example while reading a conversation at a restaurant, listening the eating habits of some people or writing about your own eating habits.

Before we continue I would like to welcome and invite you to watch a video by your tutor Victoria Casas. It outlines the topics you will focus and share along the first unit of English II.

We recommend you take advantage of this resource so as to have an initial outline of the material you will be covering. At the same time you can review your previous knowledge and start making new relations and meaningful understandings of the issues presented.




[VIDEO](#) DE PRESENTACIÓN DE LA UNIDAD 1

We hope you enjoy the input you are about to receive.

Are you ready to start?





## Unit 1 Famous Quote



**One should eat to live,  
not live to eat.**

Moliere





# Learning new vocabulary



## ACTIVITY 1:

FOOD AND DRINKS. What is the correct answer? Look at the images and choose. Sometimes there are two possibilities. Remember that the solution to this activity is at the end.

Source: <https://en.islcollective.com>







<http://www.m-w.com>

Acceso a un diccionario monolingüe con las pronunciaciones de todas las palabras que buscamos.

<http://www.wordreference.com>

Este diccionario bilingüe también brinda la pronunciación de las palabras y sus significados en castellano.

				
a) Vinegar b) Oil c) Milk	a) Chocolate b) Tea c) Coffee	a) Dessert b) Salad c) Starter	a) Soda b) Coca cola c) Lemonade	a) Flour b) Rice c) Pasta



# Learning new vocabulary



- a) tea
- b) Wine
- c) Spice



- a) Pie
- b) Crumble
- c) Pizza



- a) Ketchup
- b) Tomato sauce
- c) Custard



- a) Ham
- b) Honey
- c) Jam



- a) sugar and Vanilla
- b) Salt and pepper



- a) Fruit salad
- a) Yoghurt
- b) Compote



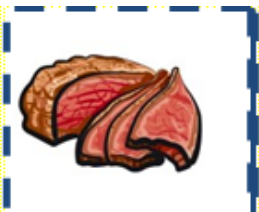
- a) Sugar stones
- b) Sugar lumps
- c) Sugar pieces



- a) Boiled egg
- b) Fried egg
- c) Omelet



- a) Mashed potatoes
- b) Soup
- c) Porridge



- a) Meat
- b) Roast beef
- c) Sausages

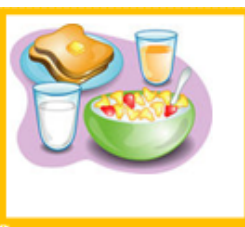




# Learning new vocabulary



- a) Onions
- b) Eggs
- c) Beans



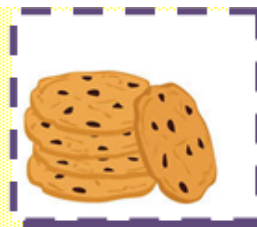
- a) Lunch
- b) Dinner
- c) Breakfast



- a) Lobster
- b) Prawn
- c) Fish



- a) Lamb
- b) Ham
- c) Bacon



- a) Cakes
- b) Cookies
- c) Biscuits



- a) Crisps
- b) Fries
- c) Chips



- a) Hot dog
- b) Sandwich
- c) Hamburger



- a) Jam
- b) Jelly
- c) Cheese



- a) Cookie
- b) Cake
- c) Cream



- a) Roast beef
- b) Roast chicken
- c) Fried nuggets






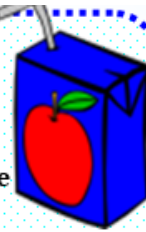






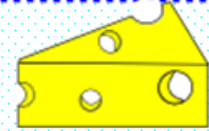

# Learning new vocabulary



## ACTIVITY 2:

CONTAINERS. What is the correct answer? Look at the images and choose. Remember that the solution to this activity is at the end.

Source: <https://en.islcollective.com>










<p>1. a bowl 2. a jar 3. a can</p> 	<p>1. a jug 2. a jar 3. a bottle</p> 	<p>1. a bucket 2. a box 3. a bag</p> 	<p>1. a bottle 2. a box 3. a can</p> 
<p>1. a bunch 2. a branch 3. a piece</p> 	<p>1. a packet 2. a bar 3. a box</p> 	<p>1. a tin 2. a can 3. a plate</p> 	<p>1. a cone 2. a box 3. a carton</p> 
<p>1. a slice 2. a piece 3. a packet</p> 	<p>1. a bucket 2. a box 3. a barrel</p> 	<p>1. a part 2. a piece 3. a slice</p> 	<p>1. a bottle 2. a jug 3. a can</p> 





# Learning new vocabulary



 <ol style="list-style-type: none"> <li>1. a box</li> <li>2. a head</li> <li>3. a loaf</li> </ol>	 <ol style="list-style-type: none"> <li>1. a can</li> <li>2. a pan</li> <li>3. a tin</li> </ol>	 <ol style="list-style-type: none"> <li>1. a packet</li> <li>2. a carton</li> <li>3. a bottle</li> </ol>	 <ol style="list-style-type: none"> <li>1. a packet</li> <li>2. a carton</li> <li>3. a pan</li> </ol>
 <ol style="list-style-type: none"> <li>1. a pot</li> <li>2. a bag</li> <li>3. a box</li> </ol>	 <ol style="list-style-type: none"> <li>1. a plate</li> <li>2. a pan</li> <li>3. a bowl</li> </ol>	 <ol style="list-style-type: none"> <li>1. a cup</li> <li>2. a mug</li> <li>3. a glass</li> </ol>	 <ol style="list-style-type: none"> <li>1. a cup</li> <li>2. a mug</li> <li>3. a glass</li> </ol>
 <ol style="list-style-type: none"> <li>1. a jar</li> <li>2. a mug</li> <li>3. a jug</li> </ol>	 <ol style="list-style-type: none"> <li>1. a roll</li> <li>2. a packet</li> <li>3. a box</li> </ol>	 <ol style="list-style-type: none"> <li>1. a mug</li> <li>2. a cup</li> <li>3. a glass</li> </ol>	 <ol style="list-style-type: none"> <li>1. a bowl</li> <li>2. a packet</li> <li>3. a basket</li> </ol>





Well, you have seen some vocabulary about food, drinks and containers. Now it is time to see the structure or grammar you need to comment about them.

Follow this Power Point link to see the explanation and do some activities



Video 1: Count and Uncount Nouns



## GRAMMAR

### ¿CONTABLE O INCONTABLE?

#### SUSTANTIVOS CONTABLES

Son aquellos que tienen una **forma singular y plural**.

*Where **is** the **apple**? It is in the fridge.*

*Where **are** the **apples**? They are in the fridge.*

Podemos usar los artículos indeterminados en inglés: **'a' y 'an'**.

**Podemos contarlos** usando números: *aa apple, one apple, 2 apples, 4 apples.*



#### SUSTANTIVOS INCONTABLES

Son aquellos que tienen una única forma y solo admiten el verbo en singular.

*Is there any **bread** left?*

No podemos usar **'a' o 'an'**.

La forma no varía, siempre es bread.

**No podemos contarlos sin ayudarnos de otras palabras.** Sería incorrecto decir one bread, two breads. Necesitamos añadir otras palabras que nos permitan cuantificarlos: **a piece of bread, a grain of sugar, a useful bit of advice, etc.**

#### CUANTIFICADORES EN INGLÉS

Los cuantificadores indican la cantidad de un sustantivo, dan repuestas a la pregunta "¿Cuántos?". Del mismo modo que los artículos, los cuantificadores siempre están situados delante del sustantivo. Existen de varios tipos, por ejemplo: some, any, much, many, a lot of, lots of.





### SOME/ANY

Utilizamos *some* y *any*, cuando queremos expresar una cantidad indeterminada al referirnos a un sustantivo, pero no queremos decir exactamente cuál es esa cantidad. Al usar *some* y *any* estamos expresando la idea de “algunos pero no muchos”. Tanto *some* como *any* se utilizan acompañando a sustantivos contables en plural y sustantivos incontables.

**SOME:** se utiliza en frases afirmativas e interrogativas. Aunque en el caso de las interrogativas se utiliza principalmente para pedir o para ofrecer algo.

*Some people in the office prefer to have lunch outside*

*Would you like some coffee? (se ofrece)*

**ANY:** aunque su sentido es igual al de *some*, *any* se usa principalmente en oraciones interrogativas (reales) y negativas.

*I haven't received any emails from my boss.*

*Do you have any questions for me? (se desea averiguar información, no se pide ni ofrece nada)*

### MUCH/MANY

Utilizamos *much* y *many* cuando queremos expresar la idea de gran cantidad, mucho. La diferencia entre utilizar uno u otro reside en si el sustantivo al que acompañan es contable o incontable. En principio, *much* y *many* deben utilizarse en oraciones negativas e interrogativas aunque en [contextos formales se usa también en oraciones afirmativas](#).

**MANY:** se usa con sustantivos contables en plural.

*I haven't received many calls this morning.*

*Hunger and malnutrition are still common in many countries.*

**MUCH:** se utiliza con sustantivos incontables.

*How much time do you have for lunch?*

*I don't have much time left*





### A LOT OF/LOTS OF

Como norma podemos decir que a lot of y lots of se utilizan para hablar de gran cantidad en oraciones afirmativas y acompañando a sustantivos contables e incontables, aunque existen algunas [excepciones en el uso de estos cuantificadores](#). La diferencia entre utilizar a lot of o lots of depende del contexto en el que se utilicen.

#### A LOT OF:

*I have a lot of work to do.*

*I have made a lot of mistakes in my life.*

**Lots of:** se utiliza en contextos **más informales**.

*Lots of old movies and songs are in the public domain.*

*Lots of people came to the house to see the new baby.*

### No

Es un determinante, por lo que **va** seguido de un sustantivo. Se utiliza para negar y va seguido de un sustantivo plural contable o singular incontable.

Como es una palabra negativa, el verbo debe ir en afirmativo, para cumplir la regla de solo una palabra negativa en la misma oración.

*I have no time*

### NONE

Es un pronombre por lo que **no va** seguido de un sustantivo. Se utiliza en respuestas cortas, sin sustantivos detrás o en oración positiva.

*Is there any milk in the fridge? No, none. / No, there is none.*

También podemos decir **none + of + pronombre o sustantivo**.

***None of us*** wanted to go to the concert. ***None of the hotels*** had vacancies.







COMPARTA EN EL FORO LAS DUDAS  
E INQUIETUDES QUE SURJAN LUEGO  
DE ESTUDIAR EL TEMA

A continuación, le aconsejamos ver estos SUPERÚTILES videos teórico-prácticos:



### ***Countable and uncountable nouns***

<https://www.youtube.com/watch?v=3JixwKwIHvw>

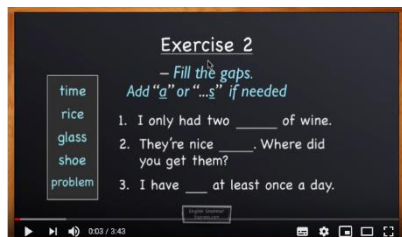
Do this practice to find out the meaning and relevant characteristics of countable and uncountable nouns the mistakes. Test yourself! Do you understand **when to use** countable and uncountable nouns? What is the difference between them?



### ***Let's put the ideas into practice!***

<https://www.youtube.com/watch?v=AMcF5IKMLZs&t=172s>

Can you spot the mistakes in the sentences?



### ***Let's continuous practicing!***

[https://www.youtube.com/watch?v=3I\\_3eiygDsA](https://www.youtube.com/watch?v=3I_3eiygDsA)

This video is to finally round up the structure. Enjoy!!!





Hasta aquí hemos visto los aspectos gramaticales de la unidad y ha practicado con algunos ejercicios guiados. Ahora llegó el momento de practicar en forma independiente. Can you do it?

### CONSIGNAS

#### 1. Fill in the blanks with SOME or ANY

- a) There isn't \_\_\_\_\_ butter in the fridge, is there?
- b) I bought \_\_\_\_\_ peas and \_\_\_\_\_ beans at the supermarket.
- c) We don't have \_\_\_\_\_ eggs to make an omelette.
- d) We must go to the bank. We need \_\_\_\_\_ some money.
- e) There isn't \_\_\_\_\_ honey in the jar but you can have \_\_\_\_\_ jam.
- f) There are \_\_\_\_\_ people waiting outside the cinema.
- g) I don't have \_\_\_\_\_ salt. Could you lend me \_\_\_\_\_?
- h) I bought her \_\_\_\_\_ flowers for her 40<sup>th</sup> birthday.
- i) We don't have \_\_\_\_\_ cherries but there are \_\_\_\_\_ strawberries.
- j) Are there \_\_\_\_\_ English books in the library?
- k) There were \_\_\_\_\_ mistakes in the dictation you made last Monday.
- l) Would you like \_\_\_\_\_ cream in your coffee?
- m) The never drink \_\_\_\_\_ beer. They don't like it.
- n) Could you lend me \_\_\_\_\_ money to buy the newspaper?
- o) Are there \_\_\_\_\_ children playing in the park?
- p) There isn't \_\_\_\_\_ rice left. We should go to the supermarket and buy \_\_\_\_\_.

#### 2. Fill the blank space with MUCH or MANY






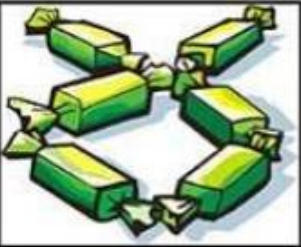



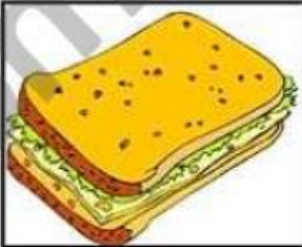
- a. How \_\_\_\_\_ oranges did you buy?
- b. How \_\_\_\_\_ does it cost?
- c. How \_\_\_\_\_ presents did they buy?
- d. How \_\_\_\_\_ cars has she bought?
- e. How \_\_\_\_\_ times have you been there?
- f. How \_\_\_\_\_ sugar do you need?
- g. How \_\_\_\_\_ children do they have?
- h. How \_\_\_\_\_ hours do you usually sleep?
- i. How \_\_\_\_\_ people went to the concert?
- j. How \_\_\_\_\_ cups of coffee do you drink?
- k. How \_\_\_\_\_ did you pay for the dress?
- l. How \_\_\_\_\_ cheese have you got?
- m. How \_\_\_\_\_ chairs are there in the room?
- n. How \_\_\_\_\_ wine did you drink?
- o. How \_\_\_\_\_ potatoes should I peel?
- p. How \_\_\_\_\_ days have a leap year have?
- q. How \_\_\_\_\_ is a kilo of potatoes?
- r. How \_\_\_\_\_ flour do we need for the pie?











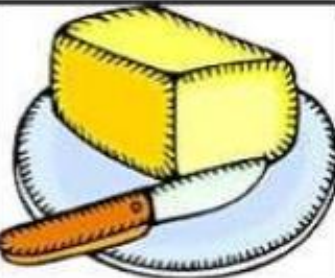




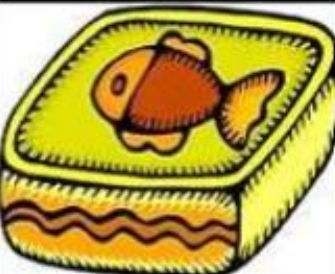
## 3. Fill the blank space with SOME, ANY, A, AN, MUCH, MANY

SOME - ANY - A / AN - MUCH - MANY				
				
Is there _____ bread? Yes, there's _____ on the kitchen table. Can I take _____ slice, please?	Would you like _____ cheese? - No, thanks. I don't like cheese. I would rather have _____ ham.	There aren't _____ apples left, only two. Go to the supermarket and buy _____, will you?	Would you like _____ jam on the toast? Yes, but don't put too _____ on it. I don't like jam very much.	Is there _____ sugar in the bowl? -Yes, there's quite a lot. You don't need to buy _____.
				
How _____ sweets have you got? - I've got six. Would you like _____? -No, thanks.	How _____ chocolate is there? - There is _____ bar. Would you like _____ chocolate with the biscuits?	There is _____ jug of milk in the kitchen. Would you like to drink _____ glass? - No, I never drink _____ milk.	In summer I like having _____ ice-cream after lunch. I must buy _____ because there isn't _____ left in the fridge.	I've just made _____ sandwich. Would you like one? - Yes, please, but don't put _____ cheese in it.





## 3. Fill the blank space with SOME, ANY, A, AN, MUCH, MANY

				
<p>Would you like _____ fruit? - Yes, I'd like to have _____ cherries. I haven't eaten _____ for a long time.</p>	<p>Is there _____ rice left? Yes, there is _____ bowl. Great! I'd like to have _____ with my roast chicken.</p>	<p>I'd like _____ boiled egg for dinner. - Sorry, I'm afraid there aren't _____ eggs left.</p>	<p>I feel like having _____ cup of coffee with _____ biscuits. -OK, how _____ biscuits would you like? Two, please.</p>	<p>In case you want to have _____ butter with the bread, there is _____ big piece in the fridge.</p>
				
<p>How _____ flour do we have? There is _____ bag. I think we don't need to buy _____. There's plenty to make the cake.</p>	<p>Can you give me _____ apple? - Sorry, there aren't _____ apples but you can have _____ banana if you like.</p>	<p>There is _____ bottle of an excellent wine in the cellar. Would you like _____ for dinner tonight?</p>	<p>How _____ eggs are there in the carton? -Half a dozen. Oh, there aren't _____. We should buy _____ more.</p>	<p>There is _____ tin of sardines in the fridge. The tin is open, but there are still _____ sardines left if you want to eat _____.</p>







4. Choose the correct answer



# quantifiers

<p>1. There's a ____ of wine on the table.</p> <p>a. jar b. jug c. bottle</p> 	<p>2. Dan just had a ____ of soup for lunch.</p> <p>a. plate b. cup c. bowl</p> 	<p>3. The kids had a ____ of popcorn at the cinema.</p> <p>a. tub b. cup c. tube</p> 	<p>4. The pizza is in a paper ____.</p> <p>a. cup b. box c. tray</p> 
<p>5. We need three ____ of yoghurt.</p> <p>a. cups b. tubs c. glasses</p> 	<p>6. He gave her a ____ of chocolates.</p> <p>a. packet b. box c. bar</p> 	<p>7. Granny sent me a ____ of tomato juice.</p> <p>a. jug b. jar c. jam</p> 	<p>8. Julia says she only had two ____ of martini.</p> <p>a. glasses b. glass c. cups</p> 
<p>9. Don't forget to buy a ____ of milk.</p> <p>a. bottle b. carton c. box</p> 	<p>10. I'll try to eat only one ____ of pizza.</p> <p>a. part b. loaf c. slice</p> 	<p>11. Tom had a ____ of jelly beans.</p> <p>a. packet b. bag c. box</p> 	<p>12. I drank two ____ of soda after dinner.</p> <p>a. tins b. can c. cans</p> 







<p>13. Joe bought a ____ of crisps. a. bag b. packet c. box</p> 	<p>14. That ____ of chocolate looks delicious. a. loaf b. bar c. slice</p> 	<p>15. I always have a ____ of cheese for dinner. a. piece b. kilo c. jar</p> 	<p>16. A ____ of tea always relaxes me. a. bottle b. glass c. cup</p> 
<p>17. Buy a ____ of meat from the butcher's. a. piece b. slice c. kilo</p> 	<p>18. I drink a ____ of juice when I am at school. a. box b. packet c. carton</p> 	<p>19. Don't eat more than two ____ of bacon. a. slices b. slice c. piece</p> 	<p>20. The ____ of bread is next to the cheese. a. piece b. loaf c. slice</p> 
<p>21. This quiz is a ____ of cake. a. kilo b. slice c. piece</p> 	<p>22. There's a ____ of juice in the fridge. a. bottle b. glass c. cup</p> 	<p>23. The ____ of tuna is on the table. a. can b. box c. tin</p> 	<p>24. A ____ of orange juice is full of vitamins. a. cup b. glass c. jug</p> 



Una vez finalizadas las actividades, controle el trabajo realizado con la Grilla de Autocorrección que se encuentra a continuación. También comparta en el Foro las dudas e inquietudes que hayan surgido durante la autocorrección de esta actividad.





Now you are going to contextualize everything you have learnt so far. To acquire a language, practicing its skills (reading, listening, speaking and writing) is essential. First, you are going to match typical expressions at restaurants to their communicative goal and will read a dialogue to check your outcome. Then, you are going to complete two conversations at restaurants with words showed by images. The aim is to record these dialogues and practice your pronunciation and speaking skill. After recording them, it would be really nice to share your audio with the group. Don't forget to do so! To continue practicing the listening skill you will listen to Robert talking about his eating habits in New York City and finally you are going to write and post at the forum "el foro del campus" your own eating habits in Argentina. Shall we start?

### Words and phrases to learn. Ordering a meal

When you eat out you need key phrases to communicate what you want to eat. Match the key phrases from the dialogue to the communicative need. Then check by reading the dialogue.

COMMUNICATIVE NEED	KEY EXPRESSION
1. Request a table	a. What would you like for main course?
2. Know if the customer has made a food decision	b. Are you ready to order?
3. Say what you want to eat	c. Could you tell me what the shepherd's pie is?
4. Offer something	d. A table for two with a view.
5. Ask for a dish explanation	e. How would you like them cooked?
6. Ask politely about the food	f. I'll have the pate to start with and my wife would like a tomato salad.
	g. What would you like to drink?





# Eating Out

Waiter: Good evening.  
 Customer: A table for two with a view, please.  
 Waiter: Certainly. Just here, sir.  
 Customer: Would it be possible to have that one by the window?  
 Waiter: I'm sorry sir, that one's reserved. What about here?

The waiter brings the menus, goes away and then comes back

Waiter: Are you ready to order, sir?  
 Customer: Yes. I'll have the pâté to start with and my wife would like a tomato salad.  
 Waiter: One wild boar pâté and one tomato salad. What would you like for main course?  
 Customer: Could you tell me what the shepherd's pie is?  
 Waiter: Certainly sir, it's minced meat and onions covered with mashed potatoes and baked in the oven.  
 Customer: Ok, I'll try that and my wife would like the lamb chops.  
 Waiter: How would you like them cooked?  
 Customer: Medium please.  
 Waiter: So that's one shepherd's pie and one lamb chops. What would you like to drink?  
 Customer: Yes, a bottle of rosé wine please.  
 Waiter: Thank you very much. Have a nice meal.

Now practise in pairs. You choose what you like from the menu.



## MENU @ 22 €

*Tomato Salad  
 Prawn Cocktail  
 Wild Boar Pâté*

*Plaice & Boiled potatoes  
 Shepherd's Pie  
 Sirloin Steak & Chips  
 Lamb Chops & Vegetables  
 Salmon & Leek Pie*

*Strawberry Tart  
 Fruit Salad  
 Ice-cream*

*V.A.T. included*

## Drinks

*Coffee  
 Tea  
 Soft drinks*

## Wines

*French Red  
 Spanish Red  
 German White  
 Italian White  
 Portuguese Rosé*







### Word quiz


Do you know the words hidden? Read the conversations and try to guess them. Then use the link given on page 3 to find the words in the dictionary. Share your answers with your partners.

You have just learnt how to order a meal at a restaurant. I invite you now to click at this link and enjoy some activities at a restaurant. You will be able to continue practicing with vocabulary as well as watching a live situation.

### Breakfast

**Waiter:** Good morning. would you like a \_\_\_\_\_ ? 


**Customer:** Yes, please....


I would like a bowl of \_\_\_\_\_ with  
glass of \_\_\_\_\_ . 

**Waiter:** Anything else to eat?

**Customer:** Yes. May I have a \_\_\_\_\_  
\_\_\_\_\_ . 

**Waiter:** And something else to drink?




**Customer:** Could I have black \_\_\_\_\_  
with \_\_\_\_\_ , please? 

**Waiter:** Certainly, sir. Just a moment. 



### Lunch

**Waitress:** Hello. What can I get you?

**Customer:** What's today's special.


**Waitress:** We have grilled \_\_\_\_\_ with  
\_\_\_\_\_ and \_\_\_\_\_ . 

**Customer:** That sounds good.

**Waitress:** Would you like \_\_\_\_\_ or  
\_\_\_\_\_ with your meal? 

**Customer:** \_\_\_\_\_ , please.

**Waitress:** Anything else?

**Customer:** Yes. May I have a slice of  
\_\_\_\_\_ with my \_\_\_\_\_ . 

**Waitress :** No problem. Coming soon.



Video 2: LET'S GO TO A RESTAURANT"





## La pronunciación

Tal como se lo anticipamos en la introducción, el desarrollo de competencias **comunicativas para la expresión oral** en el idioma inglés forma parte de las finalidades de este curso. Varias propuestas de trabajo se orientarán en este sentido, por ello tenga en cuenta lo que le recomendamos a continuación para favorecer los aprendizajes esperados.

- Es conveniente que lea las lecciones y los trabajos prácticos en voz alta ya que realizar el esfuerzo de vocalización y escuchar la pronunciación es esencial en el estudio de un idioma.

*Pruebe grabarse leyendo los diálogos cuyas palabras acabas de completar.*

*Hay diversos medios para hacerlo!*

*Utilizando una aplicación online...*

<https://online-voice-recorder.co/es/>



*o grabando audios con el celular...*



- ✓ Para mejorar esta habilidad también es conveniente escuchar audios y videos. Puede verlos sin los subtítulos primero y luego con ellos, detener la reproducción en frases que le resulten interesantes, repetirlas, grabarse usted tratando de imitar al que habla y, posteriormente, escuchar la grabación para revisar los aspectos a corregir.

***¡Pruebe con el siguiente ejemplo!***

Listen to Robert talking about food in New York City and complete the table: Click at this route: <https://audio-lingua.eu/spip.php?article1598>

FOOD
Robert's breakfast
Robert's lunch
Robert's dinner & dessert





Estamos llegando al cierre de la unidad y tal como le hemos propuesto al inicio, el objetivo es que usted logre integrar las nuevas estructuras y vocabulario para producir nuevos mensajes, comunicaciones e interacciones.

En esta ocasión, le proponemos como desafío que pueda construir un texto desarrollando qué opina sobre las comidas en la Argentina.

Para el logro de la habilidad de escritura muchas veces podemos seguir modelos. En esta unidad, más arriba, usted cuenta con un audio de Robert y, más abajo, luego de las consignas hay un texto.

Ambos recursos son de suma utilidad para sacar ideas y así lograr este objetivo final: ***escribir un blog sobre las comidas en Argentina.***

¿Qué le parece? ¡Éxitos con la tarea!

**Composition: Write a blog (about 100 words) and share your ideas about “Meals in Argentina”**

- ✓ What are the main meals in Argentina?
- ✓ What does the traditional Argentinian breakfast, lunch, dinner include?
- ✓ Are the meals different today?
- ✓ When is lunch/dinner?
- ✓ What are your favourite dishes?



COMPARTA EN EL FORO LA PRODUCCIÓN QUE HA REALIZADO. ÉSTO LE AYUDARÁ A SEGUIR MEJORANDO YA QUE PODRÁ VER LAS CONTRIBUCIONES DE SUS COMPAÑEROS. EN CONJUNTO APRENDEMOS MÁS.







To continue, We recommend you read the following text so that you practice and grasp new ideas for the final task of the unit.

### Meals in Britain

Some people have their biggest meal in the middle of the day and some have it in the evening, but most people today have a small mid-day meal – usually sandwiches, and perhaps some crisps and some fruit.

In Britain, people have three main meals a day:

- **Breakfast** – between 7:00 and 9:00.
- **Lunch** – between 12:00 and 1:30 p.m.
- **Dinner** – eaten between 6:30 and 8:00 p.m.

Anyway, the word ‘dinner’ refers to the main meal of the day, so it could be eaten in the evening or at around midday.

### Breakfast

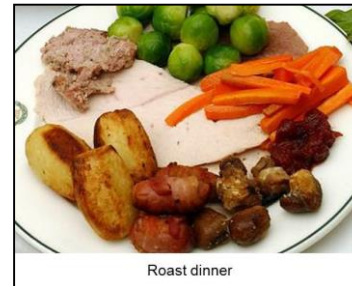
The traditional English breakfast consists of eggs, bacon, sausages, fried bread, baked beans and mushrooms. It is always served in hotels, guesthouses and cafés around Britain. It is called the ‘full English’.

Nowadays, the typical English breakfast often consists of a bowl of cereals, a slice of toast, orange juice and a cup of coffee. Cereals are made with different grains such as corn, wheat, oats etc. In winter, many people will eat porridge or boiled oats.

### Lunch

Many children at school and adults at work will have a ‘packed lunch’. This typically consists of a sandwich, a packet of crisps, a piece of fruit and a drink. Some favourite combinations are cheese and tomato, ham and cheese, chicken salad, tuna and mayonnaise, ham and pickle. The ‘packed lunch’ is kept in a plastic container.

### Dinner



The evening meal is usually called ‘tea’, ‘dinner’ or ‘supper’. A typical dinner is ‘meat and two veg’. British people put hot brown gravy on the meat and usually the vegetables. One of the vegetables is most always potatoes.

Nowadays, the traditional meal is rarely eaten, apart from on Sundays. A recent survey found that most people in Britain eat curry! Rice or pasta dishes are now favoured as the ‘British dinner’. Vegetables grown in England, like potatoes, carrots, peas, cabbages and onions, are still very popular.

<https://en.islcollective.com>





Fill this chart with the different types of food mentioned in the reading.

Meals	Traditional food		Actual food	
Breakfast	1.		1.	
	2.		2.	
	3.		3.	
	4.		4.	
	5.			
	6.			
Dinner	1.		Traditional food plus...	
	2.		1.	
	3.		2.	
			3.	

This is the end of unit 1!





### Activity 1 page

*From top to bottom and from left to right*

**eggs, breakfast, fish, bacon, cookies (Am English)/biscuits (Br English), fries (Am English)/chips (Br English), hamburger, cheese, cake, roast chicken**

**oil, coffee, salad, soda, rice**

**tea, pizza, ketchup, honey, salt and pepper**

**yoghurt, sugar lumps, fried egg, soup, meat**

### Activity 2 page

*From top to bottom and from left to right*

**jar, bottle, bucket, box, bunch, bar, plate, cone, slice, barrel, piece, can, loaf, tin, carton, packet, bag, bowl, glass, cup, jug, roll, mug, basket.**

### Ejercitación

#### Consigna 1

- |                |               |
|----------------|---------------|
| a. any         | i. any – some |
| b. some – some | j. any        |
| c. any         | k. some       |
| d. some        | l. some       |
| e. any – some  | m. any        |
| f. some        | n. some       |
| g. any – some  | o. any        |
| h. Some        | p. any - some |

#### Consigna 2

- a. many
- b. much
- c. many
- d. many
- e. many
- f. much
- g. many
- h. many
- i. many
- j. many
- k. much
- l. much
- m. many
- n. much
- o. many

#### Consigna 3

1. any – some – a
2. some – some
3. any – some
4. some – much
5. any – any
6. many – some
7. much – a- some
8. a – a – any
9. an/some – some – any
10. a – any
11. some – some – any
12. any – a – some
13. a – any
14. a – some – many
15. some – a
16. much – a – any
17. an – any – a
18. a – some
19. many – many – some
20. a – some – some

#### Consigna 4

- |      |       |       |
|------|-------|-------|
| 1. B | 9. B  | 17. C |
| 2. C | 10. C | 18. C |
| 3. A | 11. B | 19. A |
| 4. B | 12. C | 20. B |
| 5. B | 13. B | 21. C |
| 6. B | 14. B | 22. A |
| 7. B | 15. A | 23. C |
| 8. A | 16. C | 24. B |







Listen to Robert talking about food in New York City and complete the table:

Click at this route: <https://audio-lingua.eu/spip.php?article1598>

	FOOD
Robert's breakfast	Pancakes, eggs, cereals
Robert's lunch	Cheese, chicken and vegetable sandwiches
Robert's dinner & dessert	Rice, carrots and peas salad. Pasta. Fruit. Chocolate

