

Lunch Time

Unit Four



**Guía de Inglés para
Primer Ciclo de E. Media**

Guía de Inglés para Primer Ciclo de E. Media

Coordinación Nacional de Educación para personas Jóvenes y Adultas
División de Educación General
Ministerio de Educación.
Inscripción N° 123375

Diseño y Producción: DUO Diseño y Comunicación
Ilustraciones: Miguel Marfán
Edición Actualizada

Impreso por: A Impresores
Año Impresión: 2019
Distribución gratuita.

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Unit Four

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OBJETIVOS



En esta unidad podrás:

- Leer y escuchar comprensivamente textos referidos a las comidas y actividades diarias.
- Interactuar diálogos breves sobre el tema de la unidad.
- Escribir pequeños escritos usando el vocabulario y la estructura sugerida.

CONTENIDOS LINGÜÍSTICOS

Léxico:

Vocabulario referido a la hora, comidas y actividades diarias.

Estructuras gramaticales:

Presente simple afirmativo, interrogativo y negación.

Adverbios de frecuencia.

Preposiciones: at, in, on.

Funciones:

Pedir y preguntar por comidas y bebidas en un restaurant.

Preguntar y decir la hora.

Pre - reading

Key words

Daily activities

lunch - almuerzo

breakfast - desayuno

dinner - cena

tea time - onces

get up - levantarse

wake up - despertarse

take a shower - ducharse

get dressed - vestirse

put make up - maquillarse

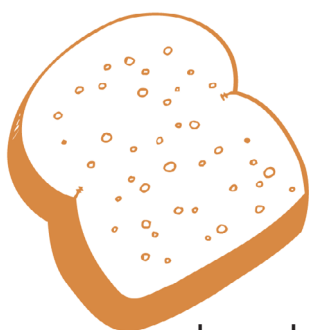
comb one's hair - peinarse

brush one's hair - cepillarse

have lunch - almorzar

eat - comer

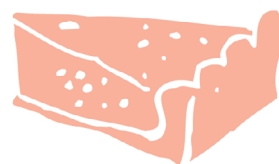
drink - beber



bread



fruit



cake



biscuits



lettuce



meat



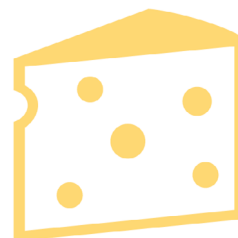
glass of juice



cup of coffee



chicken



cheese

1. Match the food and drinks with the meals for an ordinary day.

BREAKFAST	LUNCH
TEA	DINNER

Reading

Hello. My name is Vicky. I'm from Valdivia, but I live in Santiago. I work from Monday to Friday in a factory. I get up at six every morning. I take a shower. I get dressed. I put make up. I comb and dry my hair. Then I have breakfast. That is the best time in the morning. I drink a cup of coffee to wake up and a glass of juice. I eat some fruit, a slice of bread and butter or jam. Then I'm ready to start the day. I leave home at seven o'clock. I go to work by bus. I arrive at work at five to eight.

2. Choose a title for the story and write a tick (✓).

Vicky's work _____

Vicky's morning _____

Vicky's breakfast _____

3. Complete the chart with Vicky's information.

	Vicky
Country	
Gets up	
Breakfast	
Leaves home	
Arrives at work	

4. Order the sentences according to the reading.

She arrives at work. _____

She gets up. _____

She takes a shower. _____

She arrives at work. _____

She gets dressed. _____

She leaves home. _____

5. Match the question in column A with the answer in column B.

A	B
_____ Where is Vicky from?	1. In Santiago.
_____ Where does she live?	2. In a factory.
_____ What does she eat for breakfast?	3. Coffee and juice.
_____ What does she drink for breakfast?	4. At 7.
_____ What time does she leave home?	5. From Valdivia.
_____ Where does she work?	6. Fruit and bread.

Some uses of prepositions

AT (time) is used for the time of the day.

IN (place) is used to indicate that somebody or something is inside.

ON (place) is used to indicate that somebody or something is on top of a surface.

6. Read the examples:

My friend lives in a flat.

He sits on a chair or on the floor.

I'll pick you up at eight.

7. Underline all the prepositions on the reading text on page 4. Then write the sentences.

Grammar

Simple Present

El presente simple se usa para hablar sobre rutinas y acciones habituales.

FIRST SINGULAR PERSON AND PLURAL

Affirmative

I You We They	live work	in a flat in a factory
------------------------	--------------	---------------------------

Interrogative

Do	I you we they	live work	in a flat? in an office?
----	------------------------	--------------	-----------------------------

Short answers

Yes,	I you we they	do
No,	I you we they	don't (do not)

WH-Questions

Where What When	do	I you we they	work? live? study?
-----------------------	----	------------------------	--------------------------

8. Fill in the gaps using the charts and some information about you.

A. Where _____ you live?

_____ live in a _____.

B. _____ you work?

_____, I _____.

C. What _____ you eat for breakfast?

_____ eat _____,

_____ and _____.

D. _____ you study?

Yes, _____

E. _____ do _____ drink at school?

_____ drink _____

9. Write a paragraph about you. Use the grammar chart on page 8.

Third Singular Person

Affirmative

He She It	lives <u>s</u> works <u>s</u>	in a flat. in a factory.
-----------------	----------------------------------	-----------------------------

Interrogative

Does	he she it	live in a flat? work in a office?
-------------	-----------------	--------------------------------------

Short answers

Yes,	he she it	does.
No,	he she it	doesn't (does not).

WH-Questions

Where What When	does	he work? she live? it study?
-----------------------	-------------	------------------------------------

10. Fill in the gaps using the charts and some information about a family member or a classmate.

A. Where _____ she/he live?

_____ lives in a _____.

B. _____ she / he work?

She / He _____

C. What _____ she/he eat for breakfast?

_____ eats _____, _____

Pre - listening

Key words

Soap Opera	- teleserie
Bell	- timbre, campana
Twice	- dos veces
Pick up	- recoger

Frequency adverbs

Always	- siempre (100%)
Usually	- generalmente (75%)
Sometimes	- a veces (30%)
Never	- nunca (0%)

Los adverbios de frecuencia se usan para expresar el número de veces que se realiza una acción en un período determinado.

Se usan entre el sujeto y el verbo, siempre que no se trate del verbo to be, en cuyo caso se usa después del verbo.

Ex. He usually goes home at nine.

She is always happy.

Listening

David :Hello, Rita. Nice to see you.

Rita :Hello. Nice to see you too.

David :What do you do this evening?

Rita :I don't know. I never know!

David :I have a restaurant ticket for two people. Would you like to come?

Rita :Great! What time?

David :What about 8?

Rita :The soap opera starts at 8. I can't miss it!

David :What time does it finish?

Rita :It always finishes at 9.

David :Okay, then. I'll pick you up at 9.30. The restaurant is very close to your house.

Rita :Is it the Italian restaurant? My brother usually goes there.

David :Yes, it is.

Rita :Lovely! See you then. Please, ring the bell twice or more. Sometimes the bell doesn't work.

David :Right! Bye bye.

Rita :Bye.

11. Write true (T) or (F)

_____ Rita invites David to restaurant.

_____ David invites Rita to watch TV.

_____ Rita watches TV at 8.

_____ The restaurant is near Rita's house.

_____ It's a Chinese restaurant.

_____ Rita's brother never goes there.

12. Complete the sentences with ***usually***, ***never***, ***always*** or ***sometimes***.

Rita's brother _____ goes to that Italian restaurant.

Rita _____ knows what to do in the evenings.

The bell _____ doesn't work.

The soup opera _____ finishes at 9 o'clock.

13. Listen to the conversation again and answer the questions.

When does Rita want to go?

- a. At eight o'clock.
- b. At nine o'clock.
- c. After the soup opera.

At what time does David ask Rita to go?

- a. At nine o'clock.
- b. At half past eight.
- c. At eight o'clock.

Does Rita want to go at eight?

- a. Yes, she does.
- b. No, she doesn't.
- c. She doesn't know.

Post - listening

What's the time?



It's two o'clock.



It's a quarter past two.



It's twenty past two.



It's half past two.



It's twenty to three.



It's quarter to three.

14. Draw the time.

7.20 It's twenty past seven.

_____ It's quarter past three.

_____ It's nine o'clock.

_____ It's nine thirty.

_____ It's six twenty five.

_____ It's nearly eight.

_____ It's ten past five.

_____ It's quarter to four.

_____ It's eleven o'clock.

Look at the TV guide

SUNDAY TELEVISION GUIDE

12.00	Viaje a las Galaxias
13.00	News
13.30	Film
15.00	Pop Music. Top 10's
16.00	Extreme Sports
17.00	Los Expedientes Secretos X
18.00	Miami Gigante
19.00	Beverly Giles



15. Answer the questions.

1. When does the news start?

2. What time is Miami Gigante?

3. When does Los Expedientes Secretos finish?

4. What time is the film?

Oral practice



At the restaurant

Waitress : Good afternoon. Can I help you?

Customer 1 : Certainly. Can I have the menu, please?

Waitress : Of course. Here it is.

Customer 1 : Thank you. What's the dish of the day?

Waitress : Tomato soup and bread.

Customer 2 : One for me, please.

Waitress : And you?

Customer 1 : I prefer fish and salad.

Waitress : Anything to drink?

Customer 1 : A glass of red wine, please.

Waitress : And you?

Customer 2 : A glass of beer, please... No, no, no, a bottle of mineral water, please.

Waitress : Here you are. Enjoy your meal.

Customer 1 and 2 : Thank you very much.

16. In groups of three people practice the conversation. Check the pronunciation with your teacher.

Speaking

Two friends go to a restaurant. One of them doesn't eat red meat. The other doesn't know what to order. The waiter is impatient.

17. Write the dialogue. Prepare and act out in front of the class a similar conversation to the one you have practiced.

Functions

Ordering food and drink

- Ask for something to eat.

Can I have something to eat,
a pizza, please?
some bread,

- Ask for something to drink.

Can I have something to drink,
a drink, please?
a glass of wine,
a bottle of mineral water,
a cup of tea,

Fish and chips salt mustard a bottle of juice beans on toast
 Onions sugar ketchup a can of beer a cup of tea
 Pepper vinegar sour cream a glass of water celery soup

18. Practise asking for food and drink. Use the words in the chart.

Example: Can I have fish and chips, please?

- ASK AND TELL THE TIME.
 What's the time?
 It's...
 Thanks.

Pronunciation

Three different pronunciations for final s in the third person singular /s/, /z/, and /iz/

It sounds /s/ with p, t, k, f, th	It sounds /z/ with vowels, b, d, g, l, m, n, l, r, v	It sounds /iz/ with sh, sh, z, s
Talks	Plays	Watches
Cuts	Cries	Matches
Jumps	Has	Catches
Makes	Reads	Dresses
Cooks	Does	Brushes

19. Pronounce the third person forms of verbs and circle the right final sound.

Sees	/s/	/z/	/iz/
Wakes	/s/	/z/	/iz/
Drinks	/s/	/z/	/iz/
Eats	/s/	/z/	/iz/
Has	/s/	/z/	/iz/
Brushes	/s/	/z/	/iz/
Takes	/s/	/z/	/iz/
Goes	/s/	/z/	/iz/

20. Read these sentences aloud:

She drinks wine.

He starts working at eight o'clock.

The film finishes at nine.

David invites Rita to a restaurant.







She washes the dishes.

Project

21. Design a menu. Consider: Soup, Fish, Meat, Vegetables and Salads, Desserts, Drinks. Add prices and a name for your restaurant.

Be creative!

Example:

		Prices		Prices
FISH		\$5.000	DESSERTS	
Salmon				
MEAT			DRINKS	
SOUP				
VEGETABLES AND SALADS				

Cultural Page

People eat different kind of food around the world. What do you usually eat as your first meal? Probably your answer is a cup of tea or coffee and milk, bread and butter.

Chilean breakfast is quite different from American or British breakfast. American people have fruit juice, coffee, toasts, cereals, muffins, eggs and bacon. British people have beans and tomatoes on toasts. For them this is the main meal.

Chilean lunch is usually at two in the afternoon. It is the most important meal. They eat one or two dishes and dessert. Well, they used to. For the last years, people usually don't have time to eat lunch, so they eat fast food: a sandwich, a hot dog, chicken wings, chicken and chips in a fast food restaurant.

- 22.** Make lists of what Chilean, American and British people usually eat for breakfast.

BRITISH	AMERICAN	CHILEAN

23. Write what you really eat for breakfast and lunch.

... Time is another difference. In England and in The United States dinner is at six. In Chile dinner is at eight or even later.

24. Answer

What time do you usually have breakfast? Lunch? Tea? And dinner?

I usually have...

Lexical Revision

BEANS BREAD FISH MEAT EGGS ORANGES MILK
CEREAL FRUIT POTATO STRAWBERRIES TUNA
CHEESE CARROTS YOGURT ICE CREAM OATMEAL

- Clasify the food above into the basic groups

DAIRY GROUP	PROTEIN GROUP
FRUIT AND VEGETABLE GROUP	BREAD AND CEREAL GROUP

- Circle the word that doesn't belong.

1. Wake up get up cheese
2. Onion comb brush
3. Eat does drink
4. Milk tomato lettuce
5. Half quarter breakfast
6. Lunch ten tea
7. Butter always never

Funny Page

Unscramble the tiles to reveal a message.

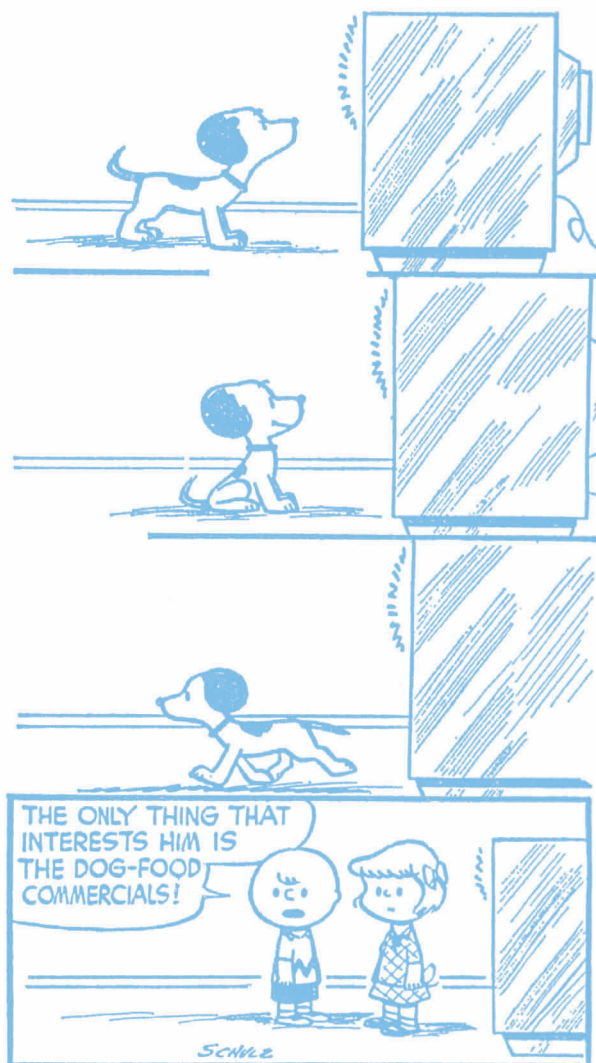
R SO	THE	UP	DAY	SOUP	ETTE	OF
THE	IS L					

Drinks

E	B	W	A	T	E	R	L	C	Z
H	D	A	N	E	N	I	W	U	M
N	E	A	S	B	T	B	D	L	H
T	S	F	N	C	K	E	Y	A	S
F	O	W	E	O	M	E	W	R	F
C	E	N	J	Q	M	R	K	E	D
L	X	K	K	U	S	E	P	N	K
P	V	P	O	O	I	L	L	I	L
F	D	U	U	C	Z	C	R	M	I
S	F	P	E	S	W	G	E	W	M

BEER
COFFEE
COKE
JUICE
LEMONADE
MILK

MINERAL
SOUP
TEA
WATER
WINE



Self Check

- Write the time in words:

7.30 _____

5.45 _____

3.15 _____

9.10 _____

- Write **DO** or **DOES** in the questions:

_____ you get up at seven?

_____ Pam wake up at six?

What time _____ Bill and you leave the house?

When _____ you start school?

- Write questions:

Does _____ ?

She has lunch at three.

What _____ ?

I usually go to bed at eleven.

_____ ?

I live in London.

- Circle the correct preposition

They get up **at** / **in** six o'clock.

He works **on** / **in** a factory.

She lives **under** / **in** Valparaíso.

They are **at** / **from** Santiago.

I arrive **of** / **at** work early in the morning.

- Write a short answer.

Do you have plans for today?

_____.

Does she leave home at nine?

_____.

Does he have breakfast?

_____.

Do they watch TV?

_____.

- Complete the conversation with the correct words.

Usually never clock seven do does lunch time half

Bill :Excuse me. What's the _____ ?

Ann:It's _____ past two.

Bill :Oh, it's _____ time.

Ann:Well, I _____ have lunch at 2.30.

I _____ eat at one o' _____.

Bill : _____ you have dinner?

Ann:Yes, at _____

Bill : _____ your mum cook?

Ann:Not really.

Write these words in the correct column according to the final sound.

loves	has	does	writes	gets	lives
speaks	goes	watches	teaches		

/s/	/z/	/ɪz/

NOW I CAN...

- Write a tick ✓ for YES and a cross x for NO.

• Read and understand short texts about food and daily activities.	
• Listen and understand brief dialogues about the topic.	
• Order food in a restaurant.	
• Ask and tell the time.	
• Use simple present in context.	
• Use prepositions in context.	
• Identify and use frequency adverbs in context.	
• Recognise and use lexical items referred to food.	
• Recognise and use lexical items referred to time.	
• Identify and use lexical items referred to daily activities.	
• Write short paragraphs about the topic of the unit. (12 lines)	
• Practice short dialogues about the topic of the unit. (three interchanges)	

