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# WEEK 2 READING COMPREHENSION

## ÚTILES RECOMENDADOS

● Tu cuaderno de inglés o 2 hojas en blanco

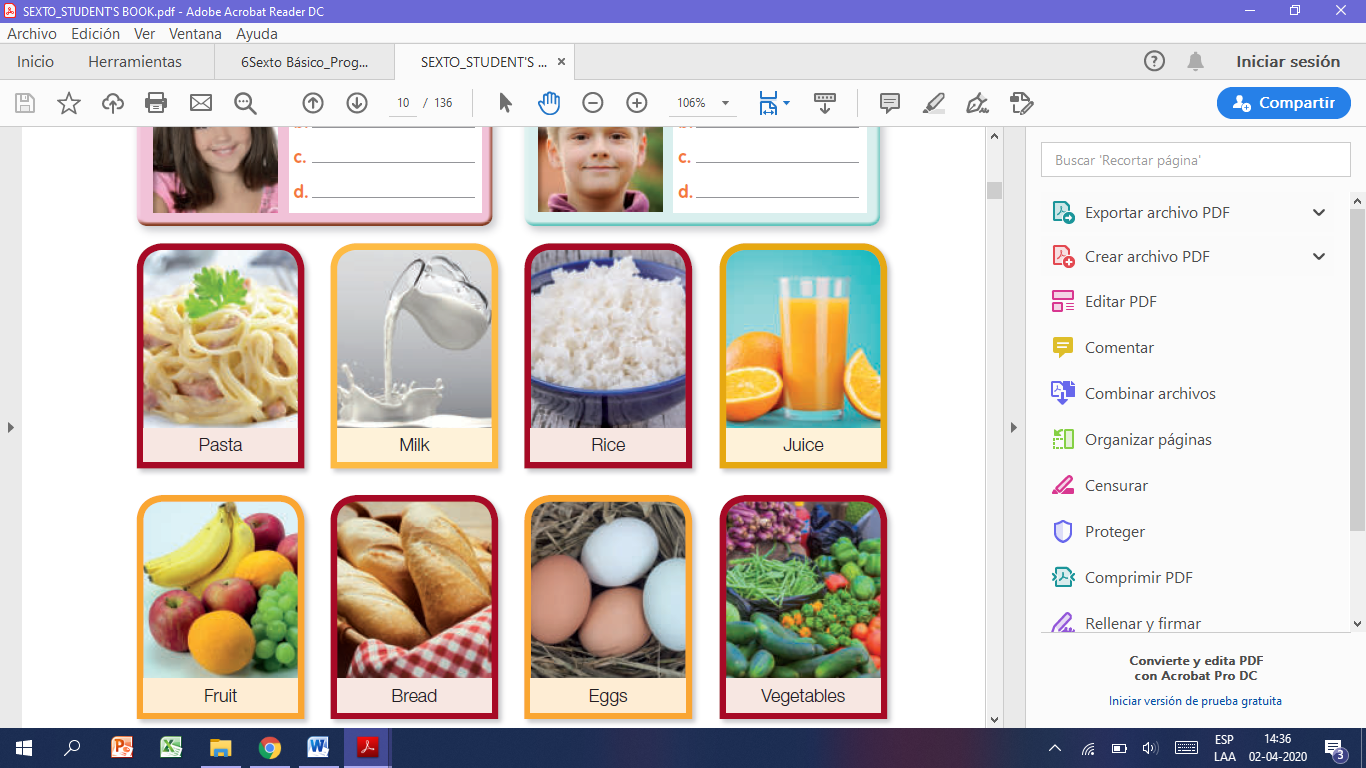
● Lápiz grafito, goma.

## ACTIVITY 1: FOOD VOCABULARY (10 minutes)

**1. Look at the pictures and identify the foods.**

* Observa las imágenes.
* Identifica los alimentos en inglés utilizando las palabras del recuadro.

EGGS



PASTA

MILK

FRUITS

BREAD

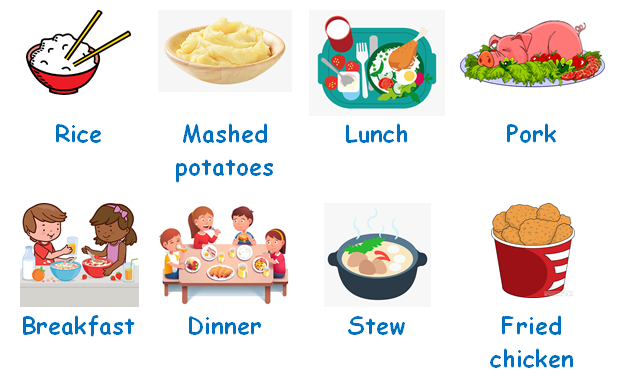
RICE

VEGETABLES

JUICE

**2. Vocabulary: look at the pictures that correspond to the vocabulary for the text. These words will help you understand the text.**

* Observa las imágenes que corresponden al vocabulario del texto.
* Estas palabras te ayudarán a entender el texto.



**3. Make a prediction. What do you think the text is going to be about?**

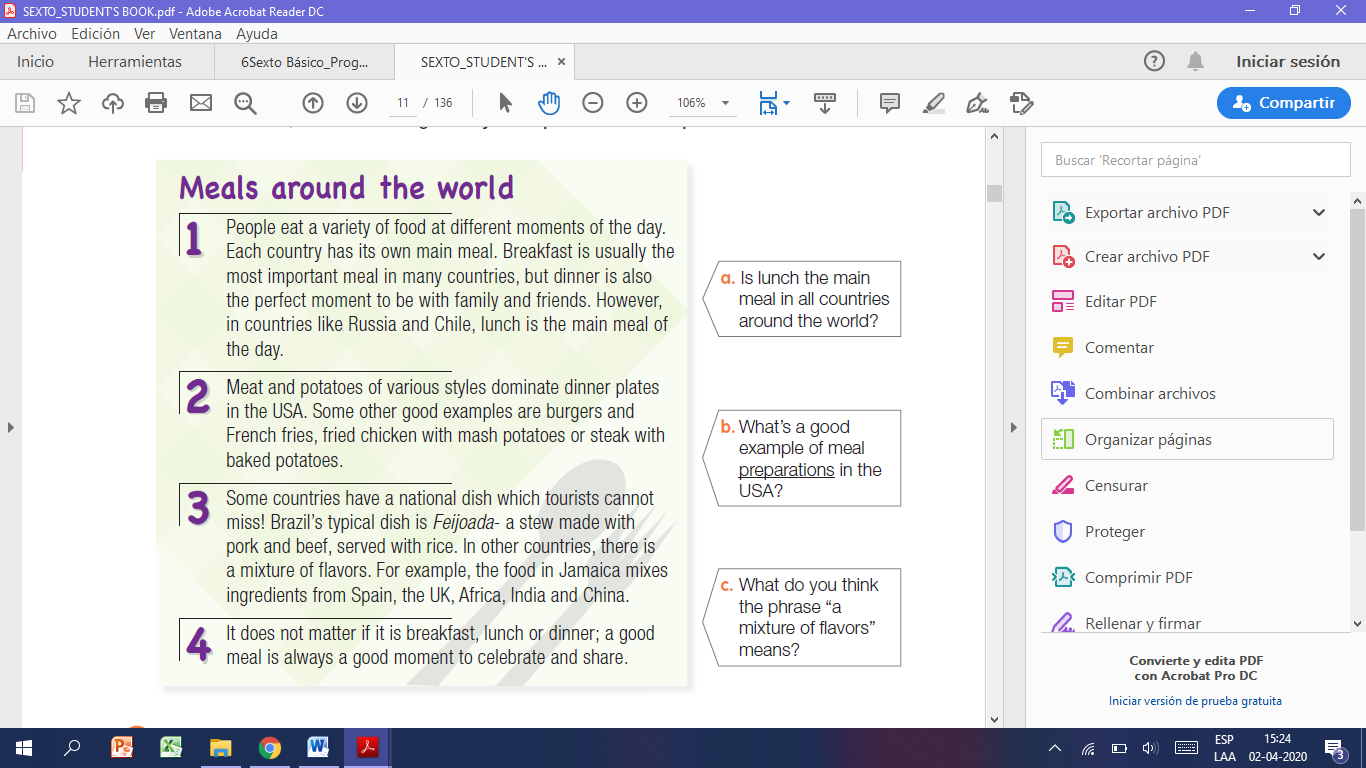
* ¿De qué crees que se tratará el texto?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## ACTIVITY 2: READING (20 minutes)

**1. Reading comprehension. Read this text, and underline the words from the vocabulary.**

* Comprensión lectora. (Texto tomado del libro del estudiante 6to básico, página 11)
* Lee el texto.
* Subraya las palabras del vocabulario que aparecen en el texto.

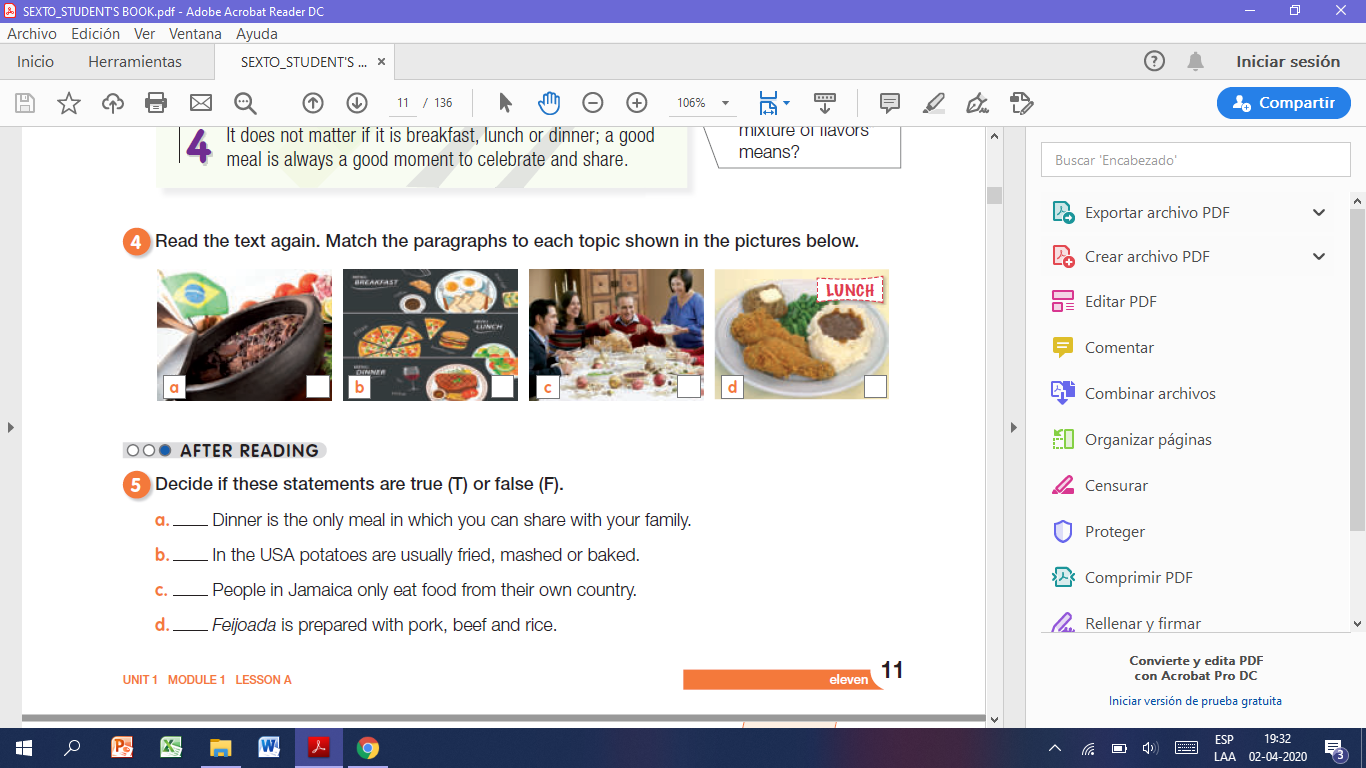


**2. What’s the text about?**

1. Food and Chile
2. Food and countries
3. Food and family

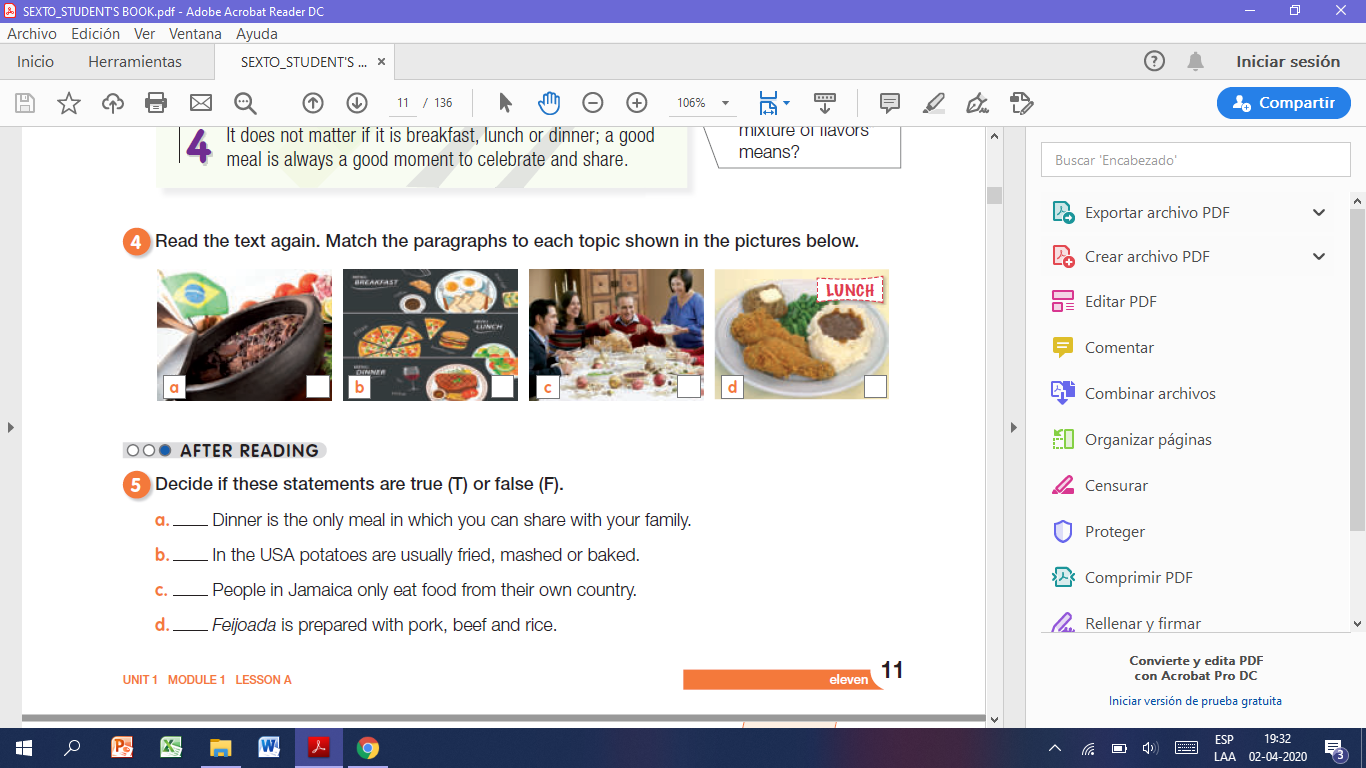
**3. Read the text again. Match each picture with a paragraph in the text.**

* Lee el texto nuevamente.
* Coloca el número de cada párrafo de acuerdo al tema de cada imagen. (Ejercicio tomado del Libro del Estudiante, ejercicio 5, página 11)

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**4. True or False. Put a T if the statement is true or an F it is false.**

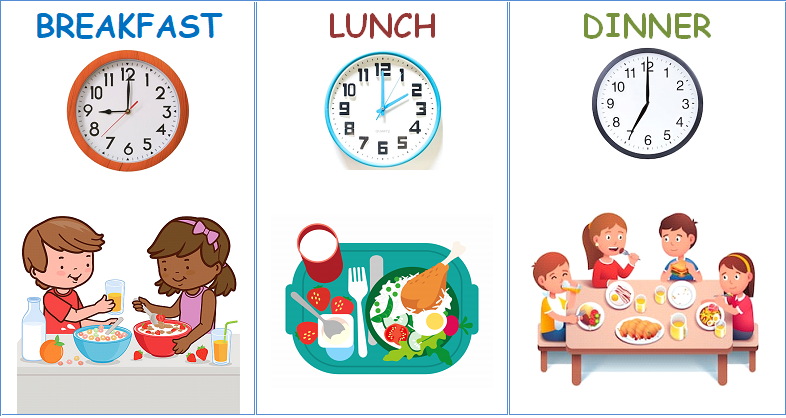
* Lee el texto nuevamente.
* Descubre si estas oraciones son verdaderas o falsas. (Ejercicio tomado del Libro del Estudiante, ejercicio 5, página 11)
* Coloca una “T” si es verdadera o una “F” si es falsa.

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## ACTIVITY 3: MEALS OF THE DAY (30 minutes)

**1. Look at the pictures and identify the meals of the day.**

* Observa las imágenes.
* Identifica las comidas del día en inglés.



**2. Write the meals of the day in order, according to the time.**

* Escribe las comidas del día en orden, de acuerdo al tiempo.

|  |  |
| --- | --- |
| 1. clock of pattern brown wood in nine o'clock isolated on white ... | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 2. Imágenes, fotos de stock y vectores sobre Two O'clock | Shutterstock | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 3. Seven O Clock: Imágenes, fotos de stock y vectores | Shutterstock | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**3. Choose two foods that you eat for breakfast, two foods that you eat for lunch, and two foods that you eat for dinner.**

* Elige dos alimentos/comidas que tú comes en el desayuno, almuerzo, y cena.
* Utiliza el vocabulario de alimentos de la guía anterior.

Breakfast:

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

Lunch:

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

Dinner:

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

**4. Complete this text with the information of the food from your country. Use the vocabulary.**

* Completa el texto con la información de alimentos/comidas de tu país.
* Utiliza el vocabulario.

Hello! My name is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. I am from \_\_\_\_\_\_\_\_\_\_\_\_\_, Chile. In Chile, lunch is the most important meal. In the morning, we have breakfast. We eat \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ , \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for breakfast. Then, we eat \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ , \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ , and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for lunch. In the afternoon, we eat \_\_\_\_\_\_\_\_\_\_\_\_\_\_ , \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for dinner.

## ACTIVITY 4: FOOD HABITS (30 MINUTES)

**1. Create sentences about what you have for breakfast according to the days of the week.**

* Crea oraciones sobre lo que comes al desayuno de acuerdo a los días de la semana.
* Ejemplo: On Monday, I eat *apples and juice* for breakfast.

1. On Tuesday, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

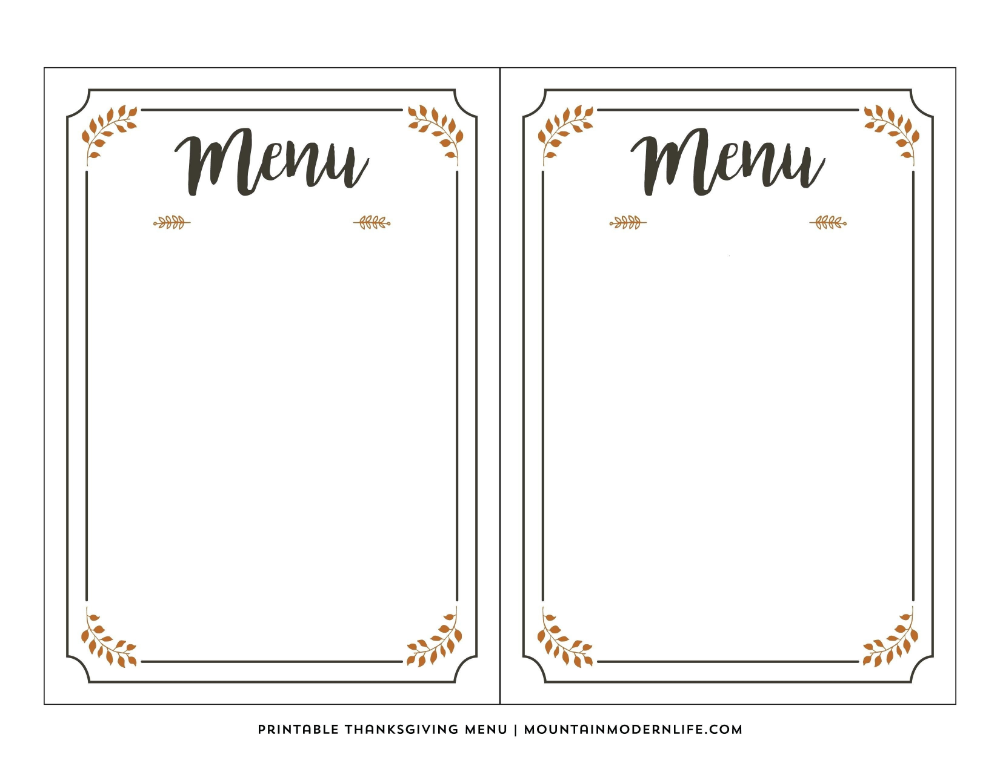
2. On Wednesday, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. On Thursday, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. On Friday, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**2. Create two lunch menus for a restaurant, using the words from the vocabulary and the previous handout.**

* Crea dos menús de almuerzo para un restaurant, utilizando las palabras del vocabulario y de la guía anterior.
* Ejemplo: *Today’s lunch: Pork and rice + juice.*



**3. Create three healthy meals for dinner. Use the words from the vocabulary and the previous handout.**

* Crea tres comidas saludables para la cena. Utiliza las palabras del vocabulario y la guía anterior.
* Ejemplo: *A healthy meal for dinner is* ***chicken and cauliflower.***

1. A healthy meal for dinner is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

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

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

## SPONGE ACTIVITY

**1. Watch this video about breakfast around the world.**

* Mira este video sobre desayunos alrededor del mundo.

<https://www.youtube.com/watch?v=ry1E1uzPSU0>

**2. Draw what you ate for breakfast today, and write the name of the foods.**

* Dibuja lo que comiste al desayuno hoy, y escribe el nombre de los alimentos.

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## **NO OLVIDAR REPASAR EL CONTENIDO CON UN ADULTO.**