



“BEYOND THE CLASSROOM” ENGLISH SELF-STUDY GUIDE

School

City

Teacher's name

Student's name

Grade

11th

Level

A2

ORIENTACIONES PARA LOS PADRES DE FAMILIA

Esta guía de aprendizaje de inglés orientada para el trabajo en casa, se preparó con el fin de ayudar a su hijo o hija a identificar vocabulario relacionado con “trabajo en equipo” (Teamwork) y para aprender a reportar en forma escrita y oral lo que otras personas dicen al respecto. Su hijo (a) deberá dedicar una hora para desarrollar toda la guía. El trabajo aquí descrito se relaciona con la página 32 del libro del estudiante English Please! 3, que está disponible en la plataforma Colombia Aprende y de la cual se presenta el link en el cuadro “Get Ready.” De igual manera, se adjuntan las actividades de la página del libro a lo largo de la guía para quienes no pueden acceder por internet.

- **Actividad 1:** 2 ejercicios de práctica del vocabulario en inglés necesario para hablar de situaciones que requieren trabajar en equipo.
- **Actividad 2:** 4 ejercicios que invitan a analizar las palabras usadas para contar o reportar lo que otros dicen en inglés.
- **Actividad 3:** 2 actividades de listening (escucha) donde el estudiante podrá revisar el vocabulario y expresiones ya vistas.
- **Actividad 4:** se trata de llamar o escribirle a un compañero (a) y realizar una serie de preguntas sencillas a las cuales él/ella deberá responder SI o No, luego el estudiante deberá reportar por escrito las respuestas de su compañero (a). Este trabajo es colaborativo y lo pueden realizar por medio de llamada, WhatsApp o correo electrónico con un compañero.
- **Actividad 5:** es para que su hijo(a) autoevalúe lo aprendido.

Además, se ofrecen ejemplos de las actividades, las respuestas correctas y recursos adicionales de apoyo. Agradecemos su colaboración supervisando que su hijo(a) complete las actividades indicadas. Al final, usted encontrará una serie de preguntas de verificación de lo que su hijo(a) aprendió mediante el desarrollo de esta guía.



WELCOME TO THIS SELF-STUDY GUIDE

This English self-study guide helps you to report or tell what someone else says in written and spoken form. All the activities are related to the topic "teamwork" presented in English Please Student's Book 3, Module 1, Unit 2, Lesson 6 pg. 32. It starts with some vocabulary revision activities about teamwork. Then, you have to answer some questions about the language used to report speech (**tell that or say**) and you end up writing a report about what your friend says in relationship to teamwork.

Topic	Skill(s)	Grammar	Vocabulary	Function(s)
Teamwork	Listening- Speaking- Writing	Reported-speech	Teamwork	To report someone else's opinion.

GET READY

Study time needed: 1 hour	Resources: English please 3 Student's book (printed or online version) pencil or pen, notebook, English dictionary and a device with internet connection if possible.	Textbooks Link: https://d3rhaqd7pe5pkw.cloudfront.net/English%20Please/Student%20Book%2011%C2%B0/ENGLISH_PLEASE_11_STUDENT_BOOK.pdf Listening Tracks 15-16 Click on the link below: https://d3rhaqd7pe5pkw.cloudfront.net/English%20Please/Audios%20mp3/English%20please%20ofast%20track%20EP3/mp3ep3.zip
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LEARNING OBJECTIVES

<p><i>What will you learn/practice/reinforce with these activities?</i></p> <ul style="list-style-type: none"> To identify vocabulary related to teamwork or teamwork situations. To report what someone else says about their abilities to work in a team. To make inferences and identify specific information in a conversation.
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LEARNING STRATEGIES

<p><i>What can you do to achieve the objectives?</i></p> <ul style="list-style-type: none"> Look at the examples in bold before you start working on the activity. If you do not know the meaning of a word, read all the text to get the main idea. Use google translate or any other app to hear the pronunciation of a specific word. Talk to your friends and share ideas.



ACTIVITIES

1. LANGUAGE TASKS (10 MIN)

1.1. Vocabulary: Label the pictures about adjectives and nouns, using words from the box below. Follow the examples given.

Coach / Teamwork / **Early** / Excited / Team captain /
Late / On time / Cheerleader

Look at the examples **in bold** before you start working on the activity.



 <p>1. _____</p>	 <p>2. _____</p>
 <p>3. _____</p>	 <p>4. E A R L Y</p>
 <p>5. _____</p>	 <p>6. _____</p>
 <p>7. _____</p>	 <p>8. _____</p>

1.2 Match the words on column **A** with their corresponding definition from column **B**. Follow the **example**:

If you do not know the meaning of a word, read all the text to get the main idea.



A	B
a. Late	1. _____ punctual; punctually.
b. Excited	2. _____ person who trains or instructs a team or player.
c. Cheer leader	3. _____ the combined action of a group, especially when effective and efficient.
d. Early	4. _____ very enthusiastic and eager.
e. Team captain	5. _____ person in a team sport who is given the title of leader.
f. On time	6. _____ not on time; towards the end
g. Team work	7. _____ a member of a team that performs organized cheering, chanting, and dancing in support of a sports team at matches.
h. Coach	8. <u>d</u> happening or done before the usual or expected time.

2. Language to report speech (10 min)

2.1. Listen to track 16 to complete Annie and Lucy's conversation.

- "We _____ signs for the cheerleading team".
- "She _____ always late for practice".
- "Tomorrow we _____ at 8 AM".
- "She _____ on time for that!".

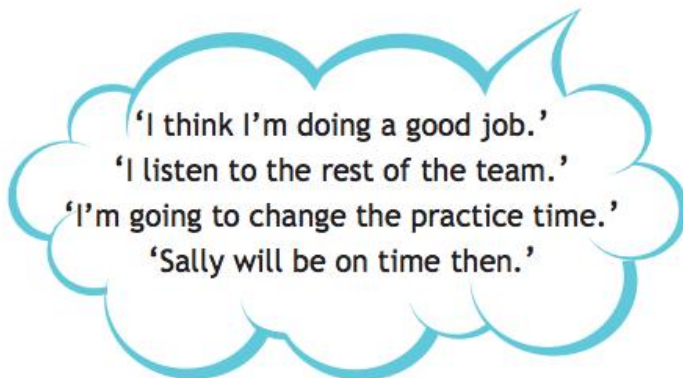


2.2. Classify the sentences from 2.1 into Column A. Then, rewrite the sentences in Column B by using the past. Follow the example given.

Column A: Direct Speech	Column B: Reported Speech
<p>Present simple</p> <p>E.g. _____</p>	<p>Past simple</p> <p>E.g. _____</p>
<p>Present continuous</p> <p>E.g. <i>We are making signs for the cheerleading team.</i></p>	<p>Past continuous</p> <p>E.g. <i>We were making signs for the cheerleading team.s.</i></p>
<p>Am / is/ are / going to</p> <p>E.g. _____</p>	<p>Was / were going to</p> <p>E.g. _____</p>
<p>Will /Won't</p> <p>E.g. _____</p>	<p>Would /Wouldn't</p> <p>E.g. _____</p>

Adapted from English Please 3 student's Module 1 Unit 2 Lesson 6 page 32

2.3. Read the conversation and answer the questions.



a. Circle the word that best completes what Annie or Sally said:

Example:

Annie said she **was** / **wasn't** doing a good job.

1. Annie said she **listened** / **didn't listen** to the team.
2. Annie said she **wasn't** / **was** going to change the practice time.
3. Sally said she **would** / **wouldn't** be on time.

b. Check exercises 1.2.2 and 1.2.3 and choose the correct answer.

1. When I report the verb to be (**is, am, are**), it turns into:

- b. Was / were
- c. Would / Wouldn't

2. When I report **Will**, it turns into:

- a. Was / were
- b. Would / Wouldn't

3. When I report an action in present, it turns into:

- a. past
- b. future

3. SKILL TASKS: Listening (15 min)

Use google translate or any other app to hear the pronunciation of a specific word.



3.1. Listen to another conversation between Lucy and Annie (Track 15) and answer the questions.

- a. What's Annie doing? _____
- b. What problem does she have with Sally? _____
- c. When do they normally practise? _____

3.2. Listen again and write True (T) or False (F).

- a. Annie said they were making team signs. _____
- b. Lucy said that Sally was always early for practice. _____
- c. Annie told Lucy they were going to practise after school the next day. _____
- d. Lucy said Sally wouldn't be on time for the practice at 8 AM. _____

Taken from English Please 3 student's Module 1 Unit 2 Lesson 6 page 32

4. SPEAKING AND WRITING TASK (15 min)

Talk to your friends and share ideas.



4.1. Call a friend, ask the following questions and check (✓) YES or NO.

Question	Answer	
	Yes	NO
1. Do you like to work with others?		
2. Do you get your homework done on time?		
3. Do you find it difficult to make decisions?		
4. Do you enjoy telling people what to do?		
5. Do your friends come to you for advice?		
6. Do you like to explain things to others?		



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4.2. Report your friend's answers by using the following prompt: Look at the **example:**

Viviana, do you like to work with others?



Yes, **I do**



Viviana **said** she liked to work with others.

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5. ASSESSMENT TASK (15 min)

Read the statements and check your progress. Then, discuss some questions with your parents.

CHECK YOUR PROGRESS	Very Well	Quite well	With difficulty	Think about this homework and answer the following questions.
	Very Well	Quite well	With difficulty	
I understand what teamwork is.				Do you enjoy working with Others? -----
I recognize some vocabulary related to teamwork.				How many new words did you learn? -----
I can talk about someone else's opinion.				Did you complete all the activities? -----



THIS IS THE END

Congratulations, now you know how to talk about someone else's opinion, you also reviewed some vocabulary related to teamwork. I hope you are ready to be your group's leader and go on telling others what a good leader is. Keep practicing and watch the video listed on useful resources if you want to move on and keep learning.

USEFUL RESOURCES

English dictionary:

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

Grammar explanation and practice exercises:

<https://www.youtube.com/watch?v=cetrFDN2Zg>

ANSWER KEY

1. LANGUAGE TASKS

Activity 1.1.

1. Late
2. Excited
3. Cheerleader
4. Early
5. Team captain
6. On time
7. Teamwork
8. Coach

Activity 1.2.

1. f
2. h
3. g
4. b
5. e
6. a
7. c
8. d

2. LANGUAGE TO REPORT SPEECH

Activity 2.1.

- 're making
- 's
- 're going to practice
- won't be

Activity 2.2.

- **Present simple (DS)** – She's always late for practice.
- **Past continuous (RS)** – Annie said they were making team signs.
- **Am / is / are going to (DS)** – Tomorrow we're going to practice at 8 am
- **Would (RS)** – Lucy said Sally wouldn't be on time for practice at 8 am.



Activity 2.3

1. Listened
2. Was.
3. Would.

Activity 2.4

2. b.
3. b.
4. a

3. SKILL TASK: LISTENING

Activity 3.1.

- a. making signs
- b. she's unreliable
- c. after school

Activity 3.2

- a. T
- b. F
- c. F
- d. F

ORIENTACIONES FINALES PARA LOS PADRES DE FAMILIA

Una vez su hijo (a) haya terminado por favor hacer las siguientes preguntas para corroborar lo que su hijo-a aprendió en esta lección:

- ¿De qué se trataba la guía?
- ¿Cuáles son algunas situaciones en la que puedes ser un líder?
- ¿Me las puede decir en inglés?
- ¿Qué actividad te gustó y por qué?
- ¿Qué actividad fue la más difícil y por qué?
- ¿Qué instrumentos necesitaste para realizar la actividad?
- ¿Qué crees que podríamos hacer mejor en una próxima actividad?
- ¿Cómo podrías practicar lo que aprendiste?

AUTHOR(S)

Name	Viviana Vizcaya Jiménez	Jennyfer Labbao	Blanca Certuche Cañón
Email	svivij@gmail.com	Jemvasco2014@gmail.com	Blancamelidacertuche@gmail.com
School	Agustin Nieto caballero School	Carlos Eduardo Vasco Uribe	Empresarial School