



"BEYOND THE CLASSROOM" ENGLISH SELF-STUDY GUIDE

School

City

Teacher's name

Student's name

Grade

11

Level

B1

ORIENTACIONES PARA LOS PADRES DE FAMILIA

Esta guía de aprendizaje de inglés para el trabajo en casa se preparó con el fin de ayudar a su hijo a planear sus decisiones en situaciones relacionadas con sus estudios superiores o decisiones a tomar después de finalizar sus estudios de secundaria. Además de reconocer y usar expresiones de condición en situaciones futuras y vocabulario relacionado con sus próximas decisiones. Su hijo deberá dedicar una hora para desarrollar toda la guía. Este trabajo se relaciona con la página 13 y 17 del Student's book English please 3, disponible en la plataforma Colombia Aprende.

Se adjuntan las páginas del libro al final de la guía para quienes no pueden acceder a través de internet.

- LA ACTIVIDAD plantea un ejercicio para completar unas frases con la palabra adecuada.
- LA ACTIVIDAD 2 invita a analizar palabras y estructuras usadas para hablar sobre situaciones futuras posibles e imaginarias. Así como ejercicios prácticos. Para esto, su hijo debe referirse al ejercicio 13 de la página 13 del libro del estudiante.
- LA ACTIVIDAD 3 permitirá fortalecer la comprensión de textos orales detallando información específica en un audio, información general y una postura frente al contenido. Para esto, su hijo debe referirse al ejercicio 13 de la página 17 del libro del estudiante.
- LA ACTIVIDAD 4 pone a prueba la creatividad del estudiante a través del diseño de un mapa conceptual no convencional relacionado con su futuro y que deberá responder a unas preguntas específicas.

Agradecemos su colaboración supervisando que su hijo(a) realice las actividades indicadas. Al final ustedes encontrarán una serie de preguntas de verificación de lo que su hijo aprendió durante el desarrollo de la guía.

WELCOME TO THIS SELF-STUDY GUIDE

This English self – study guide helps you to plan your future decisions and our next after high school, you will also understand and express possible and imaginary situations using



vocabulary related to your near future. How can you plan, set goals and take action. You will use some useful resources presented in Student's book English Please 3 Module 1 unit 1.

It starts with a vocabulary exercise in which you choose the correct word for each sentence.

Then, answer some questions about the language used. You will also improve your listening skills and will get some pieces of advice about your future decisions from an expert

Finally, you will design an unconventional mind map that will help you to clear your mind about your next steps. It is necessary to spread the word. That is why, share your insights in your self-assessment will help you to listen to reinforce your plans.

Topic	Skill(s)	Grammar	Vocabulary	Function(s)
The future is in your hands	Listening Writing	Conditionals First and Second	Professional world Future plans	Plan my future and make decisions

GET READY

Study time needed: 1 hour	Resources: Notebook, pencil, eraser, English dictionary, sheets of paper, PDF file of English Please 3 student's book	Textbooks Links: - http://aprende.colombiaaprende.edu.co/es/node/94010
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LEARNING OBJECTIVES

LEARNING STRATEGIES

What will you learn/practise/reinforce with these activities?

- To express possible and imaginary situations
- To plan my future decisions
- To represent ideas and plans through creative writing

What can you do to achieve the objectives?

- Read the instructions for each tasks
- Analyse written and oral texts in literal, inferential and critical levels.
- Feel free to express your opinions.
- Use the dictionary only if it is absolutely necessary. Use your prior knowledge and try to infer the meaning. You shouldn't translate word by word.
- Write on your notebooks any new vocabulary or expressions discovered.



ACTIVITIES

1. VOCABULARY TASK (5 minutes)

a. Choose the correct word to complete the sentences.

SCHOLARSHIP

SKILLS

GOALS

CAREER

UNIVERSITY

- If I search online, I will find information about the _____ I want to study
- If were to _____ I would become a professional
- My _____ should be taken into account to make the right decision about my professional studies
- Your future decisions will be clear if you set specific _____
- I need to get excellent grades to get a _____

2. LANGUAGE TASK (10 minutes)

- a) Open your "English please student's book" on page 13. Answer the activity 13.
- b) This exercise is about matching sentences in a coherent way. After doing it, answer these questions
- Which two sentences have the same structure?
_____ 1 and 2 _____ 1 and 3 _____ 1 and 4
- c) Can you identify a common expression used in all sentences?
- d) Which sentences express possible future situations?
- e) Which sentences express imaginary future situations?

3. LISTENING TASK (15 minutes)

- a) Open your "English please student's book" on page 17. Listen to the recording and answer the activity 13.
- b) Mention 2 ideas that drew your attention about the expert intervention
- _____
- _____
- c) What do you understand by having an "I can attitude"? Share your opinion with a classmate or with a relative.
- _____



4. WRITING TASK (25 minutes)

Create an unconventional mind map, you can use your notebook or use web tools as *Canva* to design it. Choose a title for your mind map and make sure it answers the following questions:

What are my interests and skills?
What are my short-term and long-term goals?
What do I want to study after school?
Where can I study?
How can I achieve this goal?
Do I have an action plan?

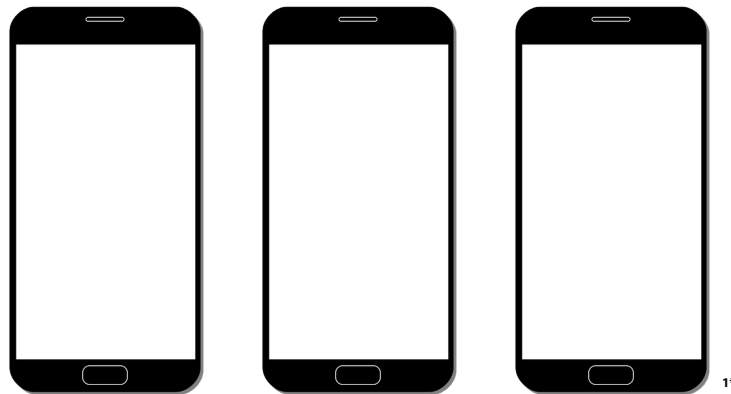
WRITING TIPS

- Use an image for your central idea.
- Use keywords as headings that represent your ideas
- Make sure your ideas are connected
- Expand your mind map if it is necessary
- Use images to represent words in metaphorical way.

5. Evaluate your work (5 minutes)

Instagram Story:

Lessons are stories, so create an Instagram story sharing 3 important points of this lesson. You can do it online or use the template



THIS IS THE END

Congratulations! Well done for your hard work! You can understand possible and imaginary situations about the future. You can design and plan your future decisions and use some vocabulary related to your professional career. Keep up the good work!



USEFUL RESOURCES

Online English Spanish dictionary:

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

Language focus and listening about future decisions

English please Student's book module 1 unit 1 page 13 and 17

<http://aprende.colombiaprende.edu.co/es/node/94010>

Designing online tool

<https://www.canva.com/>

ANSWER KEY

Vocabulary tasks:

- a. 1. Career 2. University 3. Skills 4. Goals 5. Scholarship

Language task:

- a. 1.b 2. a 3. d 4. C
b. 1 and 4
c. If
d. 1 and 4
e. 2 and 3

Listening task

1. Set goals
2. Have a positive attitude
3. Don't change your plan
4. Believe in your dreams

ORIENTACIONES FINALES PARA LOS PADRES DE FAMILIA

Una vez que su hijo o hija haya terminado las actividades de esta guía, por favor hágale las siguientes preguntas que le permitan verificar el proceso de aprendizaje

- ¿Cuál fue la actividad que más disfrutaste y cuál fue la que te pareció más difícil?
- Enséñame tu mapa conceptual y explícamelo
- Dime que vocabulario y expresiones nuevas aprendiste a través de la guía
- ¿Qué te llamó la atención de los consejos brindados por la experta en el audio?

AUTHOR(S)

Name	Marcela Martínez Granada
Email	marge.7410@gmail.com
School	IE Los Fundadores (Riosucio)



English please 3 Student's book, page 13 exercise 13

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UNIT 1

Module 1

Focus on Language

11. Look at these two pairs of sentences. Which ones are in the text?

- A1. 'What will happen if I don't get good results next year?'
- A2. 'What would happen if I didn't get good results next year?'
- B1. 'If I don't go to university, what will I do?'
- B2. 'If I didn't go to university, what would I do?'

12. Read the sentences in exercise 11 again. Answer these questions.

- a. Are all the sentences about the future?
- b. Which sentences show possible future situations?
- c. Which sentences show imaginary future situations?
- d. Complete the table. Use the options in the box.

- past simple
- will + infinitive
- *If I won the lottery, I would travel the world.*
- *If I get good results, I will go to university.*
- present simple
- would + infinitive

	First Conditional (Real future)	Second Conditional (Imaginary future)
If clause		
Result clause		
Example		

13. Match the two parts of the sentences.

- 1. Will I get a prize
- 2. If I knew what to study,
- 3. Would I get into university
- 4. If I don't study hard,
- a. ___ I wouldn't worry about my future.
- b. ___ if I pass all my exams?
- c. ___ my parents will be disappointed.
- d. ___ if I failed all my exams?

14. Complete the sentences with your own fears about the future.

- a. If ...
- b. Would I ... if ... ?
- c. I won't ... if ...
- d. Will ... if ... ?
- e. ___

15. Compare your fears with a classmate's. Are they the same?



English please 3 Student's book, page 17 exercise 13

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UNIT 1

Module 1

12. Think about your short-term (ST), medium-term (MT) and long-term (LT) goals. Copy the table in your notebook and put a mark (X) in the columns.

Goal	ST	MT	LT
graduate from high school			
get married			
go to university			
buy a house			
get a good job			
travel around the world			
apply for a scholarship			
get a good mark in the end-of-school exam (Pruebas Saber)			
study in a different city or country			
... other			

Listen



13. Listen. An expert is telling teenagers how to set goals. Put the topics in the order you

- ___ Don't change your plan.
- ___ Set goals.
- ___ Believe in your dreams.
- ___ Have a positive attitude.



14. Listen again. What do these sentences and phrases mean?

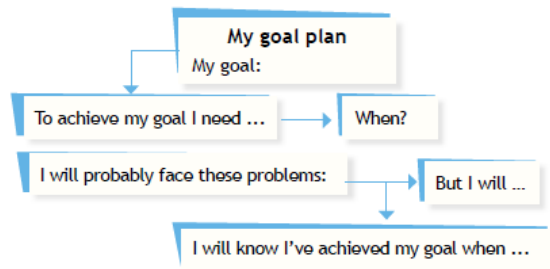
- a. Turn your dream into a set of smaller goals.
- b. ... even if you face problems along the way.
- c. Try to keep to your plan as much as you can.

15. Discuss the listening with a classmate. Use these questions.

- a. What's the 'I CAN' attitude?
- b. Do you have a life plan? Describe your goals.
- c. What problems could you face in your life plan?

Write

16. Choose one of your goals. Make your plan.





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2. Ministerio de Educación Nacional (n.d). English, please! 3 Fast Track. Bogotá D.C. – Colombia. Retrieved from www.colombiaaprende.edu.co/colombiabilingue.
3. Ministerio de Educación Nacional (n.d). English, please! 3 Fast Track. Bogotá D.C. – Colombia. Retrieved from www.colombiaaprende.edu.co/colombiabilingue.