

"BEYOND THE CLASSROOM" ENGLISH SELF-STUDY GUIDE

| | | | |
|-----------------------|------------------|--------------|-------|
| School | _____ | City | _____ |
| Teacher's name | _____ | | |
| Student's name | _____ | | |
| Grade | 11 th | Level | B1 |

ORIENTACIONES PARA LOS PADRES DE FAMILIA

Reciba usted y toda su familia un cordial saludo.

La presente guía ha sido diseñada con el objetivo de ayudar a su hijo(a) a hablar, expresar y a compartir sus sueños, sus deseos y los objetivos que desea lograr en el futuro; para ello se recordará los tiempos verbales del futuro, vocabulario sobre profesiones y adjetivos necesarios para realizar de la mejor manera el trabajo ha desarrollar en la presente guía. Su hijo (a) necesitará dedicar una hora para el desarrollo de la guía. Adicionalmente, para el trabajo de esta guía se emplearán las páginas 11 y 12 del libro del estudiante "English Please 11" que se ha venido trabajando con su hijo(a) desde el inicio del año. Es importante recordarles que este libro está disponible en la plataforma Colombia Aprende. De igual manera, se adjuntó las partes a trabajar de la página del libro para los estudiantes que no tienen acceso a internet.

- La actividad 1 es una lectura enfocada en los deseos de buscar una profesión para el futuro.
- La actividad 2 está diseñada para revisar los tiempos verbales del futuro en inglés; para ello, el estudiante debe revisar la gramática de la página 13, los ejercicios 11 y 12, del libro del estudiante y contestar las preguntas aquí presentadas.
- La actividad 3 nos invita a relacionar la fila A con la fila B, mediante un número, para aclarar el vocabulario relacionado con los deseos o sueños.
- La actividad 4 se propuso con el fin de que el estudiante escriba sobre sus sueños o sobre la carrera que en el futuro planea estudiar.



WELCOME TO THIS SELF-STUDY GUIDE

This interesting self-study guide will help you; you just must follow the instructions. These activities are related to the topic, *life project*, presented in “English please”, Module 1, Lesson 1, pages 11, 12. This activity starts with a reading; then, you are going to find some questions about future tense (grammar), vocabulary about dream, and adjectives. After, you should write a short paragraph about your future plans.

| Topic | Skill(s) | Grammar | Vocabulary | Function(s) |
|--------------|---------------------|---------|--|-------------------------|
| Life Project | Reading and Writing | Future | Occupations, professions, and adjectives | Expressing your dreams. |

GET READY

| | | |
|--|---|---|
| Study time needed: 1 hour | Resources: English dictionary, notebook, course material, <i>English, Please Student Book Fast Track 11th Grade, Module 1, Unit 1, Lesson 1, page 11 Exercise 4, page 12, exercise 8.</i> | Textbooks Links: - www.colombiaaprende.edu.co/colombiabilingue . |
|--|---|---|

LEARNING OBJECTIVES

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

- To identify the different ways of expressing the future and the conditionals through a reading.
- To write a short text about your life goal plan.
- To do an oral presentation about your life plan.

LEARNING STRATEGIES

What can you do to achieve the objectives?

- Use your prior knowledge and try to infer the meaning. You should not translate word by word.
- First read to understand the main idea; then read to find out specific details focusing on key words.
- Look for linking words that help explain the relationship between sentences.
- Apply deduction and inference.
- Infer grammar rules from texts
- Use new words in contexts.



ACTIVITIES

1. READING: (10 minutes)

Pay attention to the title and the picture, give some ideas about what you think you will find in the reading or what you believe the reading is about. After this, read a teenager's blog post called "My future" and see if you assert about the reading.

1

My future



A few years ago when I was in 8th grade, I worried a lot about my future. Every day, I thought 'What am I going to do when I leave school?'. I didn't feel excited about the future - I just

felt very scared. One reason was that at that time I found school difficult. I usually studied hard and listened in class (well, I thought so), but my teachers never seemed to be very happy with my work - or with me. When I think back to those times now, I remember that sometimes I didn't concentrate very well and I also handed in work too late. This went on for most of the year, but then near the end

of the year something happened. I suddenly knew what my dream job was. I love animals and I decided that I wanted to become a vet! To do that I had to go to a good university. And to go to a good university, I had to get good marks and do well in my exams.

From 9th grade onwards, I worked very hard every day in class. I studied for hours at home and my parents even told me to work less! At the end of that year, I won a prize for my good marks. My family were so proud of me and I felt great. But then, I started to worry again. I thought 'What will happen if I don't get good results next year?' and 'If I didn't go to university, what would I do?'. Everyone told me that I just had to do my best and to stop worrying. So that's exactly what I did!

I often think back to 8th grade when I was so scared. Now I feel much more confident and I'm looking forward to the future!

by Anna

🕒 20 minutes ago

💬 10 COMMENTS

➦ SHARE THIS

2. GRAMMAR: (20 minutes)

a. Taking into account the reading "My future", write all the sentences that express future?

I'm looking forward to the future.

b. Which sentences do you think talk about possible future situations? Why?

c. Which sentences do you think talk about imaginary future situations? Why?

d. How do you write the structure of the different future tenses used in the reading?

e. Taking into account the differences you wrote in the previous point, complete the following sentences.

❖ What ____ you _____ when you leave school?

❖ If you don't get good results this year, what _____ happen?

3. VOCABULARY: (5 minutes)

| | | | | |
|----------|-----------|-------------|--------------|----------|
| Dream of | Dream job | Dream world | Like a dream | Dream on |
|----------|-----------|-------------|--------------|----------|

Match the sentences with the meaning of the phrases with **dream**.




| | | |
|--|----------|--|
| 1. I dream of going to Antarctica on holiday. | | A. an unreal world |
| 2. My sister wants to be a doctor. It's her dream job . | 1 | B. To want to do something very much. |
| 3. You'll never be a film star. You're living in a dream world . | | C. That will never happen! |
| 4. The party went like a dream . We all had a great time. | | D. It was perfect |
| 5. Do you really think Dad will let you come home late? Dream on! | | E. An ideal career. |

4. WRITING: (20 minutes)




Write a short paragraph about your **life plan** using the new words and the grammar tenses learned in this self-guide. If necessary, use the dictionary to help you in the process. After this, with your partner, do a proof-read of the paragraph you are going to write before you deliver the job to your teacher.

E.g.: I am going to travel to study Civil Engineering. Also, I am going to ...

Share your writing with your classmate, and evaluate the writing task by giving them 1, 3, 5 stars according to these criteria:

| Criteria | 2  | 3 4 5  | 6 7 8 9 10  |
|--|--|--|---|
| Instructions You can understand the instructions. | It's not easy to understand. | It's OK. | It's very easy to understand. |
| Language Accuracy Few language mistakes | There are many mistakes. | There are some mistakes, but you can understand. | There are some mistakes or just a few. |
| Interesting The text is based on our future dream. | It's not in Accordance. | It's OK. | It's really in accordance. |

4. EVALUATE YOUR WORK (5 minutes)

| Check your progress! | 11  | 12  | 13  | Discuss with your partners; then answer the questions below |
|--|---|---|---|---|
| | Very well | Quite well | With difficulty | |
| I can express my dreams and my future plans. | | | | How many words did you learn in this activity? _____ |
| I can talk about my life project. | | | | Which career would you like to study? _____ |

THIS IS THE END

Congratulations! I am glad you have concluded this self-guide. Now, you are ready to write about your own dream and future plans by making use of “be going to” and “will”. How many new expressions have you learned? Learning English is fun!

USEFUL RESOURCES

Grammar information

<https://learnenglishteens.britishcouncil.org/grammar/intermediate-grammar/future-forms>

[Online English Spanish dictionary](#)

<https://www.oxfordlearnersdictionaries.com/us/>

ANSWER KEY

2. GRAMMAR TASK

a. Future sentences

- What am I going to do when I leave school?
- What will happen if I don't get good results next year?

b. Possible future situation

- What will happen if I don't get good results next year?
Because...

c. Imaginary future situation

- What am I going to do when I leave school?
Because...

d. The structure of future tense

- S + be + going to + v + c
- S + will + v + c

e. Complete the following sentences.

- ❖ What **are** you **going to do** when you leave school?
- ❖ If you don't get good results this year, what **will** happen?

3. VOCABULARY TASK

- a. 3 b. 1 c. 5 d. 4 e. 2

4. WRITING

It is a personal answer (**your life plan**).

ORIENTACIONES FINALES PARA LOS PADRES DE FAMILIA

Querido padre de familia,

Hemos llegado al final de la guía y queremos comprobar si su hijo(a) aprovechó este material; por tal motivo le sugerimos que le haga preguntas tales como: ¿Qué desea estudiar cuando termine el bachillerato?, ¿Qué vocabulario relacionado con profesiones aprendió?, ¿Qué diferencia hay entre desear un futuro, fijarse un futuro y planear un futuro?

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LINKS OF IMAGES

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