



"BEYOND THE CLASSROOM" ENGLISH SELF-STUDY GUIDE

School	_____	City	_____
Teacher's name	_____		
Student's name	_____		
Grade	7	Level	A2.1

ORIENTACIONES PARA LOS PADRES DE FAMILIA

Esta guía de aprendizaje de inglés ha sido diseñada con el fin de permitir a su hijo (a) potenciar algunas habilidades en inglés que son clave para poder aplicar en un contexto, para ello, se espera que por medio del desarrollo de esta guía él/ella pueda explorar vocabulario relacionado a sugerencias y recomendaciones en inglés, además de algunos adjetivos y verbos. Esta guía debe ser desarrollada en un tiempo aproximado de 1 hora. El trabajo que aquí observa está relacionado con las páginas 70 y 71 del libro Way to Go 7, Student's Book, el cual está disponible en la página de Colombia Aprende.

1. VOCABULARY TASKS

La actividad 1 está organizada en tres partes; a) identificar imágenes según el adjetivo y luego clasificarlos según lo que su hijo (a) es o no es. B) Con una línea unir los conceptos a las definiciones, es importante tener muy en cuenta los ejemplos. C) Su hijo (a) va a escribir al menos dos debilidades y dos virtudes que considera que posee.

2. LISTENING TASKS

La actividad de escucha está dividida en dos partes; a) escuchar el audio e identificar las frases dichas y señalarlas. B) responder preguntas de información adicional tomada del audio.

LANGUAGE AWARENESS

En esta sección, su hijo(a) encontrará 3 actividades que le permitan reflexionar en torno a lo que ha aprendido. A) responder verdadero o falso según el planteamiento. B) corregir las oraciones en orden y forma correcta. C) escribir una oración para cada imagen usando los verbos dados.

3. WRITING TASKS

La actividad de escritura está dividida en dos partes; A) Pensar en el mejor presidente de cualquier país en la historia y enumerar los valores y conductas. B) Teniendo en cuenta los ejemplos, escribir sugerencias de cómo debería ser un buen presidente en nuestro país.

SELF-ASSESSMENT TASKS

Para dar cierre al trabajo de la guía es importante que su hijo (a) se pregunte qué logró aprender y qué dudas le quedan partiendo de los objetivos de aprendizaje, además, qué palabras desconocidas halló, por favor realizar esa actividad de manera honesta, teniendo en cuenta que nunca dejamos de aprender y reconocer lo que debemos fortalecer, es la clave.

Nota: A través del desarrollo de la guía encontrará ejemplos que serán de gran utilidad y al final de la misma hallará las respuestas de apoyo para el desarrollo de las actividades. Se adjuntan las páginas 70 y 71 del libro para quienes no cuentan con acceso a internet, ya que en estas hay vocabulario clave para el desarrollo de la guía. Igualmente se adjunta el enlace del audio a trabajar y para quienes no cuenten con conexión se les enviará a través de WhatsApp.



WELCOME TO THIS SELF-STUDY GUIDE

This English self-study guide helps you to recognize Should as a modal verb used to give advice, practice some verbs and adjectives. You can find information related to this topic in Way to Go, Students' Book 7, Module 2, Unit 3, page 70-71.

Topic	Skill(s)	Grammar	Vocabulary	Function(s)
Behaviours	Listening and writing	Should	adjectives to describe behaviour and personality	Giving advice and suggestions.

GET READY

Study time needed: 1 hour	Resources: <i>Notebook, English dictionary, pens, Way to Go Students' Book PDF, Cellphone.</i>	Textbooks Links: https://drive.google.com/file/d/1C_Ez_knz9NiFWocewZJ0_blrpp8O-uoF/view <i>Way to go 7. Students' Book, page 70 and 71</i>	Audio track link: https://anchor.fm/karol-gmez/episodes/A-class-president-elqdc7
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LEARNING OBJECTIVES

- What will you learn/practice/reinforce with these activities?
- To identify vocabulary related to behaviours.
- To use should to give pieces of advice.
- To give suggestions about the behaviour of a good president for our country.

LEARNING STRATEGIES

What can you do to achieve the objectives?

- Pay attention carefully to the examples and instructions given.
- Identify those words you don't know and look for the meaning or synonyms, don't translate them into Spanish. Write them down.
- Don't worry if you make a mistake, learning is a process, don't give up.

ACTIVITIES

1. VOCABULARY TASKS (15 minutes)

A. Look at the images and classify them according to the way you think you are and you are not.



Friendly



Bossy



Rude



Supportive



La educación es de todos

Mineducación



Bully



Creative



Helpful



Polite



Respectful

The first one is Teacher's example.

I am...	I am not...
<u>Creative</u>	<u>Rude</u>

b. Now, with a line you are going to match with a line the concepts to the corresponding definition.

1 Anti-values

2. Evil

3. Weakness

4. Virtue

5. Values

6. Quality

A) What describes you as a good human being; example:
 Honesty
 Justice
 Respect

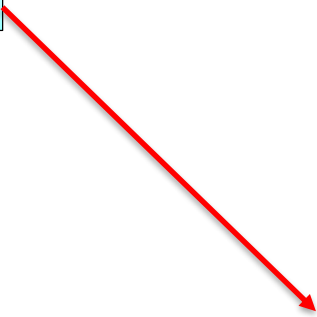
A) A distinctive attribute or characteristic possessed by somebody; example:
 Sincere
 Loyal
 intelligent

C) Values that have a predictably bad outcome; example:
 Dominance
 Revenge
 Exclusivity

D) Morally wrong or bad, by someone; example:
 Harmful
 Suffering
 Disastrous

E) Moral excellence; example:
 Love
 Trust
 Patience

F) Slight fault or defect; example:
 Insecure
 Low self-esteem
 Impatient






C. Now you are going to recognize your weaknesses and virtues, write at least 2 of each one.

Weaknes

Virtues

2. LISTENING TASKS (15 minutes)

A. Sometimes people try to help others by giving pieces of advice, what kind of advice are you going to listen to? Think for a moment.

B. **TRACK 29** . Listen to the teacher giving advice to students who want to be class president. Put a tick on that advice he mentions.

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1. **Should** be helpful.
2. **Should** take care of their classroom and the school.
3. **Should** tell a teacher about any serious problems, e.g. bullying.
4. **Should** be respectful, polite and friendly – greet everyone.
5. **Shouldn't** bully their classmates.
6. **Shouldn't** be rude: say please and thank you.
7. **Should** encourage classmates to respect each other and the staff.
8. **Shouldn't** be bossy – ask people to do things in a polite way.
9. **Shouldn't** give orders.

c. What other information can you identify in the audio? Answer the questions.

1. What year are the elections going to be for? _____.
2. Who is going to be elected? _____.
3. When are the elections going to be? _____.
4. What is the advice for? _____.
5. If students have questions, when can they talk to the teacher? _____.



STOP!

Language Awareness

1. Answer True or false according to topic in the listening.
- A. "Should" is used to give advice. True__ False__
 - B. "Should" is a modal verb". True__ False__
 - C. The verb after should goes in Past True__ False__
 - D. After "should" we add "To". True__ False__

2. Correct the following sentences.

A. You should to be respectful.

B. You should not was aggressive.

C. You bully be shouldn't.

3. Write a sentence giving advice to each situation according to the image. Use vocabulary seen before and verbs in the box.

Take care Wash fight Recycle Be Work



1. People **should** recycle more.



2. _____



3. _____



4. _____



5. _____



6. _____

4. WRITING TASKS (15 Minutes)

- A. Think of a moment of the best president of History of any country you want. Who is he/she?
- B. Make a list of his/her values or behaviours.

Example:

The best President of the United States of America was **Abraham Lincoln**. He was:

- *Intelligent*
- *Patient*
- *Polite*
- *Respectful*
- *Friendly*

- C. Now, it is your time to give suggestions, make a list of those characteristics of a good president for our country using **Should** and **Shouldn't**. Write at least 10.

Example: A president in Colombia **should** be honest.
 A president in Colombia **shouldn't** be impatient.
 A president in Colombia **should** respect everyone.

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____

- 9. _____
- 10. _____
- 11. _____
- 12. _____
- 13. _____
- 14. _____
- 15. _____

4. SELF-ASSESSMENT TASKS (15 minutes)

Answer honestly according to your process, don't worry if it was difficult, we all are still learning. Write down what you understood, what you didn't understand and also, those new words you learnt.

Learning Objectives	What I understood	What I didn't understand	Vocabulary
<ul style="list-style-type: none"> • To identify vocabulary related to behaviours • To use should to give pieces of advice. • To give suggestions about the behaviour of a good president for our country. 			



THIS IS THE END

You finished it, you are a winner for deciding learning, you are capable and even if sometimes knowledge seems to be far away, it is reachable, you just need to be determined and never give up.

USEFUL RESOURCES

<https://www.britishcouncil.es/blog/should-en-ingles>

Use of should

<https://www.eslgamesplus.com/modal-verb-should-shouldnt-for-giving-advice-on-health-problems-esl-grammar-activity/>

Game to practice Should (giving advice)

<http://www.saberingles.com.ar/curso/lesson23/04.html>

Use of Should (modal verb)

ANSWER KEY

1. Vocabulary Task

B.

1. C 2. D 3. F 4. E 5. A 6. B

2. Listening task

B. 1-3-4-6-8-9

C. Possible answers

1. What year are the elections going to be for? -Elections for year seven.

2. Who is going to be elected? -The Class president.

3. When are the elections going to be? -The elections will take place next month.

What is the advice for? -About how a great class president should behave.

If students have questions, when can they talk to the teacher? -After class.

Stop-Language Awareness

1.

A. True B. True C. False D. False

2.

A. You should be respectful.

B. You should not be aggressive.

C. You shouldn't be a bully.



ORIENTACIONES FINALES PARA LOS PADRES DE FAMILIA

Es importante resaltar la labor de acompañamiento de la familia durante este proceso de aprendizaje del/la estudiante, es por ello que agradecemos su labor, aun así, para dar cierre al desarrollo, se requiere que dialogue con su hijo (a) las siguientes preguntas, que serán clave para verificar aprendizajes:

- ¿Cuánto tiempo tardó el desarrollo de las actividades en la guía?
- ¿Cuál fue la actividad le permitió más aprendizaje?
- ¿Hizo uso de alguno de los recursos extra?
- ¿Logró aprender nuevo vocabulario?
- ¿Fue posible dar consejos o describir conductas usando el auxiliar "should"?

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ANNEXES: WAY TO GO! -STUDENTS' BOOK PAGES 70-71

Unit » 3

No Bullying Allowed!

» Objectives

- » I can give suggestions and make recommendations.
- » I can express obligation and lack of obligation.
- » I can apologize and ask for an apology.
- » I can identify aggressive attitudes and conciliate.

In Context » Class President

1. **Read »** Read the list of appropriate behaviour for a class president (1-7) and choose the correct answers: *are* or *aren't*.

Da Vinci School Newsletter Year 7 Class President

Class presidents ...

1. *are / aren't* **respectful** to their classmates.
2. *are / aren't* **offensive** to anybody.
3. *are / aren't* **helpful** to their classmates when they have problems.
4. *are / aren't* **polite** and greet everybody. They are never **rude**.
5. *are / aren't* **tolerant** and understand that everybody is different.
6. *are / aren't* **aggressive** and try to resolve conflicts between their classmates by talking calmly instead of shouting.
7. *are / aren't* **bossy** and ask for help politely, instead of giving orders.

Let's Make this School a Better Place for Everybody!



Final task activity!



70

2. **Speak »** Discuss the questions (1-3) with a partner. Use some of the words in exercise 1 to help you.

1. What qualities do you think a class president should have?
2. Do you think you are a good candidate for class president?
3. Do you think it's important to vote? Why?


I think the most important qualities in a class president are ...

I think it's extremely important to vote, because ...

I think I am a good candidate for class president, because I am always polite, and I'm never ...




module 2 // Unit 3

- 29 3.  **Listen »** Listen to a teacher giving advice to students who want to be class president. Which of the pieces of advice (1-9) does the teacher mention?

A class president ...

1. **should** be helpful.
2. **should** take care of their classroom and the school.
3. **should** tell a teacher about any serious problems, e.g. bullying.
4. **should** be respectful, polite and friendly – greet everyone.
5. **shouldn't** bully their classmates.
6. **shouldn't** be rude: say please and thank you.
7. **should** encourage classmates to respect each other and the staff.
8. **shouldn't** be bossy – ask people to do things in a polite way.
9. **shouldn't** give orders.

4.  **Speak »** Work with a partner and discuss what are the most important pieces of advice the teacher gave in exercise 3. Explain why.

I think the most important piece of advice was that you should always be respectful, polite and friendly because ...



- 30 5.  **Listen »** Listen and complete the school rules (1-6) with *have to* or *don't have to*.

All class presidents **have to** follow some rules.

1. They ... attend meetings after school every Friday.
2. They ... follow all the school rules and regulations.
3. They ... attend class regularly, but they ... have perfect attendance.
4. They ... take the class register every morning and they ... report absent students immediately.
5. They ... study hard, but they ... be top of the class.

6.  **Write »** Write about the rules in your school.

In my school we have to wear a school uniform. It's obligatory. We also have to be punctual for all our classes. We have to wait outside the classroom when we arrive late.