

# "BEYOND THE CLASSROOM" ENGLISH SELF-STUDY GUIDE

School \_\_\_\_\_

City \_\_\_\_\_

Teacher's name \_\_\_\_\_

Student's name \_\_\_\_\_

Grade \_\_\_\_\_

7

Level \_\_\_\_\_

A2

## ORIENTACIONES PARA LOS PADRES DE FAMILIA

Esta guía de aprendizaje de inglés se preparó con el fin de ayudar a su hijo o hija a repasar vocabulario sobre actividades de tiempo libre que pueden realizar sus hijos y ustedes durante esta pandemia, en casa. Además de motivarlos a llevar una vida sana durante esta permanencia en el hogar y con la expectativa de aplicarlo a lo largo de su vida. De igual forma profundizar en las habilidades del inglés como lo son speaking y listening.

Su hijo (a) deberá dedicar una hora para desarrollar toda la guía. El trabajo aquí descrito está relacionado con el libro del estudiante Way to Go 7, que está disponible en la plataforma Colombia Aprende. Se adjuntó la página del libro al final de la guía para quienes no tienen acceso a internet.

- La actividad 1 son dos ejercicios de práctica del vocabulario. Estos muestran ejemplos con dicho vocabulario en contexto, en inglés. Estos ejemplos demuestran cómo se usa el verbo modal CAN and CAN NOT, en frases relacionadas con actividades de tiempo libre.

-La actividad 2 se compone de dos actividades: una de listening y una de speaking. El listening se divide en tres partes: Pre-listening, while listening and post-listening. La primera de estas permite que el estudiante a partir de su contexto familiar cree frases simples en inglés usando vocabulario relacionado con actividades físicas. En la segunda parte escuchará una conversación entre algunos amigos hablando sobre actividades que puede hacer o no en su tiempo libre. El estudiante podrá escuchar el audio cuántas veces sea posible con el fin de captar muy bien la información. De esta manera, completar la información que aparece en el cuadro, para lo cual debe tener en cuenta el diálogo y el verbo modal Can. Por último, encontrará un ejercicio de falso y verdadero donde puede confirmar o negar la información dada en el audio.

Con respecto a la habilidad de speaking el estudiante debe realizar 3 pasos: en pre- speaking debe registrar una actividad que puede realizar o no y una que le gustaría aprender dependiendo las categorías presentes en el cuadro. En el segundo paso, While- speaking, el estudiante debe entrevistar a algunos de sus familiares y tomar nota acerca de las actividades físicas que pueden o no realizar durante esta pandemia, o qué actividad quisieran aprender. Finalmente, en la tercera parte, el post speaking, el estudiante debe registrar en la tabla la información recopilada en la entrevista.

-La actividad 3 es para que su hijo(a) autoevalúe lo aprendido durante el desarrollo de esta guía de estudio en casa.

Además, se ofrecen ejemplos claros y actividades que encontrará al final de la guía (tip box) con las respuestas correctas, el audio en forma escrita y recursos adicionales de apoyo.

Agradecemos su colaboración supervisando que su hijo(a) complete las actividades indicadas. Al final, ustedes encontrarán una serie de preguntas de verificación que autoevalúan 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 practise vocabulary related to free time activities and express what activities you can do or not during the quarantine. These activities are related to Module 1 // Unit 2// Lesson 2: "Be Smart: Do Exercise!". You can find it in Way to Go Student Book 7. Firstly, you begin matching some vocabulary with images and slogans. After that, you listen to a friends' conversation talking about their abilities. You could recognize the modal verb CAN. Then, you will complete a chart with the information of the audio. Finally, you have the opportunity to interview some your family members about what activities they can do or can't do and what they want to learn how to do in time of covid.

Topic	Skill(s)	Grammar	Vocabulary	Function(s)
<b>Enjoy your free time</b>	Listening Speaking	Can and Can't.	Sports  Free time activities  Personal Habits	Giving and asking information about activities you can do or can't do.

## GET READY

<b>Study time needed:</b>  <b>1 hour</b>	<b>Resources:</b> <i>Way to Go 7th Grade Student's Book</i> <i>English Dictionary</i> <i>Notebook</i> <i>Pencils</i>	<b>Textbooks Links:</b> <a href="http://aprende.colombiaaprende.edu.co/es/node/94010">http://aprende.colombiaaprende.edu.co/es/node/94010</a>  <i>Pages 23 - 24</i>
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## LEARNING OBJECTIVES

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

- To identify free time activities you can or can not do.
- To practice vocabulary related to free time activities.
- To recognize how to use the modal verb Can and Can not when talking about free time activities.
- To give and ask for information

## LEARNING STRATEGIES

*What can you do to achieve the objectives?*

- Read the instructions for each task.
- Review the given examples in the **"Tip Box"**. They show how to use can and can't.
- Use a dictionary of your preference. It can be a common dictionary, an on-line one or you can download an app to listen to the pronunciation of new vocabulary.
- Look at your wordlist to check the meaning of different words that we studied in the last class and use your prior knowledge.

about free time activities.

- Try to associate it with the images to infer the meaning.
- Identify global meaning and try to avoid the translation word by word.
- Take notes on your notebook about "new" topic and new vocabulary.
- Value your own advances through this self-learning guide.

## ACTIVITIES

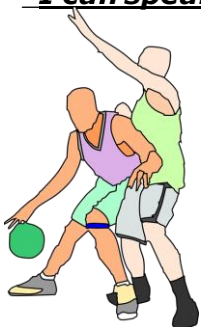
### 1. LANGUAGE AND VOCABULARY TASKS (Time: 10 minutes)

- a. Look at the book and write on each line the correct sentence. Underline with a color the sentences selected as you can see in the example:

a. I can play the guitar	E. She can dance
b. I can't sing	f. He can swim
c. I can ride a bike	g. <u>I can speak English</u>
d. He can't skate board	h. They can't play basketball








I can speak English



Pictures taken from <https://pixabay.com/es/>

b) Read the slogans (1–6) and match them with the photos (a–f). Use colors to match them.



					
a.	b.	c.	d.	e.	f.
1. Exercise <b>can</b> improve your mood.	2. Exercise <b>can</b> make bones and muscles stronger.	3. Exercise <b>can</b> help you control your weight.	4. Exercise <b>can</b> reduce stress.	5. Exercise <b>can</b> increase energy.	6. Exercise <b>can</b> fight diseases.

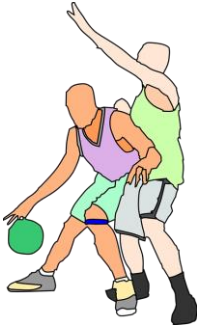



## 2. SKILLS TASKS – LISTENING / SPEAKING (45 Minutes)

a) Write sentences about the activities you **can do** or you **can't do** according to the pictures. Use the actions included in the box.

Play basketball	Sing	Swim
Ride bicycle	Dance	Skate

Look at the example:

		But	
	I CAN...		I CAN'T
Example:	I can dance.	but	I can't sing.

1.			
	I _____	but	I _____
2.			
	I _____	but	I _____

**b)** Listen to some friends talking about the activities they can do or can't do in their free time. Complete the table.

You can listen the audio as many times as you want.

ACTIONS	Sofia		Paola		Nico	
	can	can't	can	can't	can	can't
swim		x				
skateboard						
run fast						
ride a bike						
dance						
sing						
speak English					x	
speak French						

c) Listen again and put true **(T)** or false **(F)** according to what they can or can't do. If the sentence is false, correct it.

Look at the example and the information given in the previous chart

	<b>ACTIVITY</b>	<b>T or F</b>	<b>CORRECTION OF THE FALSE ACTIVITIES</b>
<b>EX.</b>	<b>Nicolas can play basketball, but he can't play football.</b>	<b>F</b>	<b>Nicolas can speak English, but he can't speak French.</b>
<b>1.</b>	Sofia can't swim, but she can ride a bike.		
<b>2.</b>	Paola can't dance very well, but she can skateboard.		
<b>3.</b>	Nicolas can speak English, but he can't speak French.		
<b>4.</b>	Paola and Nicolas can swim, can play basketball and football.		

d) Look at the chart and depending on the category, write one word that mentions something you can do or can not do.

	<b>I can...</b>	<b>I can't...</b>	<b>I want to learn how to..</b>
<b>Physical Activity</b>	<i>Ex:</i> <u>Swim</u>	<i>Ex:</i> <u>Skateboard</u>	<i>Ex:</i> <u>Play basketball</u>
<b>Free time activities:</b>	_____	_____	_____
<b>Personal Habits</b>	_____	_____	_____

e) Interview two family members about what they can or cannot do. Use the chart and example to help you.

**Example:**

h  
a  
r  
t

	Pablo can ...	Pablo can't ...	He wants to learn how to ...	Sara can ...	Sara can't ...	She wants to learn how to ...
Physical activity	<i>run</i>	<i>skip</i>				<i>play the flute</i>

What can or can't you do, Pablo?

Sara, what do you want to learn how to do?

I can run, but I can't skip.

I want to learn how to play the flute.

Family members' names	can...	can't...	He/she wants to learn how to...	can...	can't...	He/she wants to learn how to...
Physical Activity						
Free time activity						
Personal Habits						

**3. ASESMENT TASK. (Time 5 Minutes).**

a) Put an X according to your progress.

CHECK YOUR PROGRESS	VERY WELL 	QUITE WELL 	WITH DIFFICULTY 
I can identify vocabulary related to physical activity.			
I can use the modal verb Can, to talk about abilities and possibilities.			
I can identify information about people's activities in short conversations.			
I can talk about physical activities and personal habits.			



## THIS IS THE END

Excellent Job Student! Now you are able to talk a little about activities you can or can't do! Do not give up and continue practicing this topic. You can also check many webpages or English Books you have at home. At last, you can continue practicing the ones of these activities in your house with your family. And do not forget to stay at home!

## USEFUL RESOURCES

Review the following "Tip Box"

### Modal verb *can* to express ability

Explain that the modal verb *can* is also used to express ability. Remind students that *can* only has one form for all persons: **I can** cook. **She can** swim.

Focus on:

negative form: **cannot** or **can't**

interrogative form: **Can ... ?**

short answers: Yes, I **can**. / No, she **can't**.

*I can skip. I can't (cannot) play jacks. Can you skip? Yes, I can.*

*She can speak Spanish, but she can't (cannot) speak Japanese. Can she speak Japanese? No, she can't.*

Review the audio script if you don't have the opportunity to listen

### Audio Script

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**Sofia:** Hi Paola, hey Nico, what are your plans for tonight?

**Paola:** I don't have any plans.

**Nicolas:** I'm going to watch the Paralympic Games on TV.

**Sofia:** Oh great! That's what I'm going to do! Do you want to come to my house and watch the games with me!

**P & N:** Yes, please!

**Sofia:** I love watching the Paralympics, those athletes are incredible! They can swim, run, play basketball and football ... I can't do any of those things!

**Paola:** Oh Sofia, don't be silly! Everyone can do things that other people can't ... for example, my sister can sing really well, but I can't.

**Sofia:** You're right. It's true, I can't swim and I can't run fast, but I can ride a bike.

**Paola:** Yes, you can Sofia! In my case, I can dance very well, and I can run very fast, but I can't skateboard. What about you, Nico?

**Nicolas:** Well, for example, I can speak English, but I can't speak French.

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

Visit Youtube to complement your work.

<https://www.youtube.com/watch?v=4HZsOaCea5M>



You can visit this web pages for a dictionary on-line

<https://dictionary.cambridge.org/es/diccionario/ingles-estudiantes/>

[https://www.google.com/search?sxsrf=ALeKk00jBk3DEpInxekL-cntQNa-fqA95g%3A1596663582737&ei=HicrX5S1JLCRggfPypaICA&q=google+traductor&oq=google+tra&gs\\_lcp=CgZwc3ktYWlOARgAMgQIIxAnMgoIABCxAXCDARBDMgQIABBDMgIIADICCAAYAggAMgIIADICCAAYBQgAEMsBMgIIADoHCAAQsQMOQzoICAAQsQMOQwE6BQgAELEDUKd0WLeGAWCKlwFoAHAAeAGAAYYDiAGtD5IBBzAuOS4wLjGYAQcGAQgAQdnd3Mtd2I6wAEB&scient=psy-ab](https://www.google.com/search?sxsrf=ALeKk00jBk3DEpInxekL-cntQNa-fqA95g%3A1596663582737&ei=HicrX5S1JLCRggfPypaICA&q=google+traductor&oq=google+tra&gs_lcp=CgZwc3ktYWlOARgAMgQIIxAnMgoIABCxAXCDARBDMgQIABBDMgIIADICCAAYAggAMgIIADICCAAYBQgAEMsBMgIIADoHCAAQsQMOQzoICAAQsQMOQwE6BQgAELEDUKd0WLeGAWCKlwFoAHAAeAGAAYYDiAGtD5IBBzAuOS4wLjGYAQcGAQgAQdnd3Mtd2I6wAEB&scient=psy-ab)

### ANSWER KEY

- A. 1 E. D. 2 3 A. 4 H. 5 B. 6 C. 7. F**  
**b. VOCABULARY:** 1. c 2. f 3. b 4. d 5. e 6. A  
**C. ANSWER WILL VARY**  
**D. LISTENING:**

Actions	Sofia		Paola		Nico	
	can	can't	can	can't	can	can't
swim		x				
skateboard				x		
run fast		x	x			
ride a bike	x					
dance			x			
sing				x		
speak English					x	
speak French						x

- E. ANSWER WILL VARY**  
**2. A. ANSWER WILL VARY**  
**B. ANSWER WILL VARY**

## ORIENTACIONES FINALES PARA LOS PADRES DE FAMILIA


Señor (a) padre o madre de familia, cuando su hijo haya terminado de desarrollar las actividades de esta guía realice las siguientes preguntas para evaluar sus nuevos conocimientos:

- ¿Qué actividad le pareció más divertida y por qué?
- ¿Fueron muchas actividades o suficientes?
- Haz mímica con las siguientes actividades que le voy a indicar: Play the guitar, Swim, Sing, Play basketball, Dance, Skate board.
- Dime en inglés 3 actividades que puedes hacer y 3 actividades que no puedes hacer en casa en este tiempo de Cuarentena.
- ¿Cuánto tiempo gastaste en desarrollar la Guía?

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## Expanding Knowledge » Be Smart: Do Exercise!


1.  **Read »** Read the slogans (1-6) and match them with the photos (a-f).

					
a.	b.	c.	d.	e.	f.

1. Exercise <b>can</b> improve your mood.	2. Exercise <b>can</b> make bones and muscles stronger.	3. Exercise <b>can</b> help you control your weight.	4. Exercise <b>can</b> reduce stress.	5. Exercise <b>can</b> increase energy.	6. Exercise <b>can</b> fight diseases.
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- 8 2.  **Listen »** Listen to a P.E. teacher giving students some health tips. Decide if the statements (1-5) are true or false.

- Some of the students think doing exercise is hard. *True*
- A horrible way to do exercise is to take your dog for a walk.
- The teacher recommends 60 minutes of exercise every day.
- An exercise schedule can help you to develop a good exercise routine.
- You can do exercise when you play outdoors with your friends.

3.  **Read »** Match what the person can do (1-4) with the sport he/she plays (a-d) and then answer the questions (a-f).


- |  |               |
|--|---------------|
| 1. She can ride a bike.                            | a. football   |
| 2. He can run and throw the ball at the same time. | b. cycling    |
| 3. He can control a ball with his feet.            | c. swimming   |
| 4. She can breathe underwater.                     | d. basketball |

- Can the girl ride a bike? *Yes, she can.*
- Can the boy ride a bike? *No, he can't.*
- Can the boy play football?
- Can the girl swim?
- Can the boy do two things with a ball at the same time?
- Can the girl play basketball?

### Study Tip

Make a study schedule: plan what to learn and when and find a quiet place to work.

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4.  **Listen** » Listen to some friends talking about their abilities. Complete the table.

ACTIONS	Sofia		Paola		Nico	
	can	can't	can	can't	can	can't
swim						
skateboard						
run fast						
ride a bike						
dance						
sing						
speak English						
speak French						


I can swim, but I can't skateboard.

21st Century Skills  
• Critical Thinking

What new things are you learning this year? What skills are you improving?

5.  **Write** » Complete the chart so it is true for you.

	I can ...	I can't ...	I want to learn how to ...
Physical activity	<i>swim, skip</i>	<i>skateboard</i>	<i>play basketball</i>
Arts	<i>play the guitar</i>		
Technology			
Hobbies and skills			

6.  **Speak** » Interview two classmates and make notes about their abilities and what they want to learn how to do. Use the chart in exercise 5 to help you.

	Pablo can ...	Pablo can't ...	He wants to learn how to ...	Sara can ...	Sara can't ...	She wants to learn how to ...
Physical activity	<i>run</i>	<i>skip</i>				<i>play the flute</i>

What can or can't you do, Pablo?

Sara, what do you want to learn how to do?

I can run, but I can't skip.

I want to learn how to play the flute.