



11 "BEYOND THE CLASSROOM" ENGLISH SELF-STUDY GUIDE

School

City

Teacher's name

Student's name

Grade

11th

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 o hija a repasar las estructuras y uso del "reported speech" ("discurso indirecto") con el cual se relata o cuenta lo que otros nos dicen.

El trabajo aquí descrito se relaciona con el libro del estudiante "*English Please 3*", Módulo 1, Unidad 2, Lección 6, páginas 30-33, que está disponible en la plataforma Colombia Aprende; igualmente se adjuntó las páginas trabajadas del libro al final de la guía para quienes no tiene acceso a internet. Su hijo (a) deberá dedicar 1 hora y 15 minutos para desarrollar toda la guía.

Las actividades son:

- En un primer momento, desarrollando la habilidad de escritura, el estudiante describe lo que ve en los dibujos presentados y señala que tienen en común. Luego, y si le es posible, se comunica con un compañero de su clase y discuten las 2 preguntas acerca de los diferentes grupos o equipos que se forman.
- Luego, en el punto de vocabulario, estudiando adjetivos calificativos para miembros de un grupo o equipo, deberá seleccionar y clasificar los que sean positivos y negativos.
- En el punto, "Focus on language", el estudiante leerá los consejos de un entrenador y escogerá la palabra correcta de acuerdo a lo que se ha presentado. En la siguiente actividad, deberá completar unas oraciones con la forma correcta del verbo "say" o "tell". Y en la última actividad de este tópico, el estudiante usará el "reported speech" para contarle a alguien lo que el personaje (Annie) le ha dicho a su mamá.

Al final, ustedes encontrarán 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 self-study guide in English will help you practice using "indirect speech" when someone says or tells us something.

First, you will know some basic rules that are necessary for the correct use of this subject and then with practical exercises you will put what you have learned into practice. Are you ready? Let's go!

Topic	Skill(s)	Grammar	Vocabulary	Function(s)
Team work	Reading and writing	Reported speech	Personality adjectives, tell and say	Identify what makes a good team player. Report information about team work.

GET READY

Study time needed: 1 hour	Resources: <i>English dictionary, notebook, pencil, mobile phone video camera, sheets of paper, PDF file of "English Please 3"</i>	Textbooks Links: - <i>English Please, pages 30- 33</i> <i>Module 1 Unit 2 Lesson 6</i>
--	--	---

LEARNING OBJECTIVES

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

- To identify the structure of "reported speech" through practical exercises.
- To report what another has said without changing the meaning.

LEARNING STRATEGIES

What can you do to achieve the objectives?

- Read the instructions for each activity.
- Look at the explanation of the theory and the examples given.
- Use your prior knowledge and try to report what someone said in the activities.

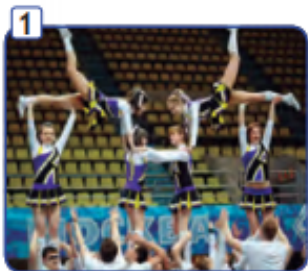


ACTIVITIES

1. VOCABULARY TASKS (15 minutes)

- Label the pictures with the words in the box.

Students - Mushings - Firefighters - Cheerleaders



1. _____ 2. _____ 3. _____ 4. _____

- Choose the correct option.

What do they have in common? _____

- A. They are happy.
- B. They are teams.
- C. They are professionals.

Think and write...

- Now, you think about what is a TEAM, then answer the following questions:

1. Are you a member of a team? _____

2. What are the difficulties of working in a team?

3. What makes a good/ bad team?



2. FOCUS ON VOCABULARY (20 minutes)

- Study the adjectives. Are they positive or negative?

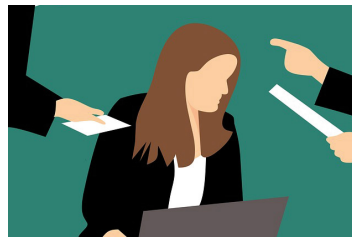
- | | | | |
|------------|----------------|-------------|-------------|
| ▪ stubborn | ▪ approachable | ▪ honest | ▪ committed |
| ▪ flexible | ▪ friendly | ▪ bossy | ▪ dishonest |
| ▪ fair | ▪ considerate | ▪ assertive | ▪ reliable |
| ▪ helpful | ▪ indecisive | ▪ inspiring | |

POSITIVE	NEGATIVE

- Look at the pictures and write the suitable adjective.



2*



3*



4*

Images credits

https://www.kindpng.com/picc/m/49-496715_collaboration-teamwork-organization-management-clip-teamwork-collaboration-clipart.png

https://stmedia.stimg.co/ows_139665212722003.jpg?fit=crop&crop=faces

<https://www.inteligenciadigital4sale.cl/wp-content/uploads/2019/10/Client-Friendly-644x352.jpg>

3. FOCUS ON LANGUAGE (30 minutes)

- Read the coach's advice and choose the correct words in the rules below.

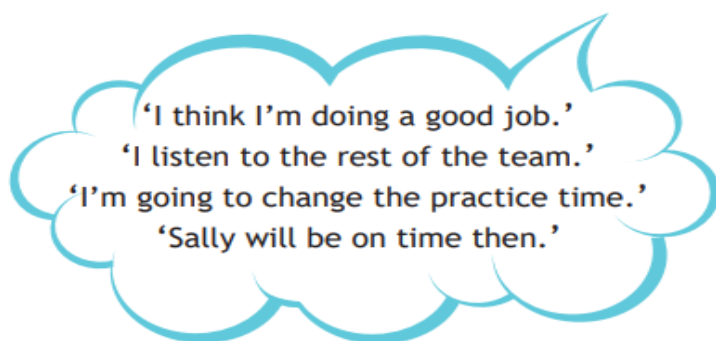
'He said (that) it's important to be a good listener.'
 'He told me that you need to be fair.'
 'He told me to do the right thing for the team.'



- a. **He** refers to the **coach/ Annie**.
- b. **Me** refers to the **coach/ Annie**.
- c. We use an object (**me**) with the verb **say/ tell**.
- d. We don't use an object (**me**) with the verb **say/ tell**.
- e. After **tell/ say** we can use (**not**) **to + infinitive**.

- Complete the sentences with the correct form of the verb **say or tell**.

- a. Annie _____ she was a bit scared.
- b. She _____ Lucy that some of the cheerleaders were stubborn.
- c. The coach _____ it was important to be a good listener.
- d. Lucy _____ it was good advice.
- e. Lucy _____ Annie not to worry.



Example: *Annie said she was doing a good job.*

- Annie is talking to her mum. Use reported speech to tell somebody what she said.

- 1. _____
- 2. _____
- 3. _____



IT'S YOUR TURN!




Writing time...

- Create an example as Annie's speech with her mother (exercise above). Then, use reported speech to tell us what your character said.

1. _____
2. _____
3. _____



SELF ASSESSMENT (10 minutes)

Check your progress!				Discuss with your parents, then answer the questions below.
	6*	7*	8*	
	Very well	Quite well	With difficulty	How many new words did you learn? _____
I can identify and use grammar rules to report what someone says to me.				
I report what another has said without changing the meaning.				

THIS IS THE END

Congratulations, you can do amazing things. Continue practicing how to report what someone said in spoken form. In addition, you can check the useful resources as well. Finally, do not forget to practice because this makes us experts.

USEFUL RESOURCES

Online English Spanish dictionary <https://dictionary.cambridge.org/es/diccionario/ingles-espanol/>

Online English Book: "English Please 3"

https://aprende.colombiaaprende.edu.co/sites/default/files/naspublic/colombiabilingue/ep_sbook/student_ep3.pdf

Grammar - Reported speech

<https://www.britishcouncil.es/blog/reported-speech-english#:~:text=El%20reported%20speech%2C%20o%20estilo,said%20you%20would%20help%20me!>

<https://www.lewolang.com/gramatica-inglesa/103/the-reported-speech>



ANSWER KEY

Write

1. Look at the pictures (Students' own answers)
2. Discuss with a partner (Students' own answers)

Focus on Vocabulary

- Positive: flexible, fair, helpful, approachable, friendly, considerate, honest, assertive, inspiring, committed, reliable.
- Negative: stubborn, indecisive, bossy, dishonest.

Focus on Language

- Read the coach's advice
a. Coach b. Annie c. tell d. say e. tell
- Complete the sentences
a. said b. told c. said e. Told
- Annie is talking with her mum
Annie said/told her mum (that) she listened to the rest of the team.
Annie said/told her mum (that) she was going to change the practice time.
Annie said/told her mum (that) Sally would be on time then.

ORIENTACIONES FINALES PARA LOS PADRES DE FAMILIA

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

- ¿Cuál fue la actividad que más te gustó y cuál fue la actividad que te pareció más difícil?
- Enséñame cómo se utiliza el "*reported speech*" (discurso indirecto) con un ejemplo.
- ¿Cuánto tiempo te tomó desarrollar toda la guía?
- ¿Qué recursos utilizaste?

AUTHOR(S)

Name	Wilson Moreno Bustos	Viviana Andrea Sanabria Poveda
Email	pwilsonmorenobustos@gmail.com	vivianaenglishclass0@gmail.com
School	I.E. GENERAL SANTANDER	I.E. GENERAL SANTANDER



Speak

Get Ready!

1. Look at the pictures.
 - a. What are the people doing?
 - b. What do they have in common?



2. Discuss in pairs.
 - a. Are you a member of a team?
 - b. What are the difficulties of working in a team?
 - c. What makes a good / bad team?

Focus on Vocabulary

3. Study the adjectives. Are they positive or negative?

- | | | | |
|------------|----------------|-------------|-------------|
| ▪ stubborn | ▪ approachable | ▪ honest | ▪ committed |
| ▪ flexible | ▪ friendly | ▪ bossy | ▪ dishonest |
| ▪ fair | ▪ considerate | ▪ assertive | ▪ reliable |
| ▪ helpful | ▪ indecisive | ▪ inspiring | |

4. Add *un-*, *in-* or *dis-* to these adjectives to make adjectives with the opposite meaning.

- a. fair Example: *unfair*
- b. helpful
- c. flexible
- d. friendly
- e. considerate
- f. honest
- g. inspiring
- h. decisive
- i. reliable

Vocabulary Tip

✓ We often add *un-*, *-in* or *dis-* to the beginning of an adjective to make an adjective with the opposite meaning.

Example: *flexible* > *inflexible*,
helpful > *unhelpful*,
honest > *dishonest*

5. Which qualities make a good / bad team leader?
 Discuss in pairs. Use the adjectives in exercises 3 and 4.

Example: *A good team leader needs to be ...*
A bad team leader is ...



16. Read the questionnaire and answer the questions.

10*

Ask and answer the questions in pairs. Do you have similar answers?

ARE YOU A GOOD TEAM PLAYER?

Do the questionnaire to find out.

1. Do you arrive on time?
a. always b. usually c. sometimes
2. Do you get your homework done on time?
a. always b. usually c. never
3. Do you tell people what you really think?
a. always b. usually c. never
4. Do you find it difficult to make decisions?
a. never b. sometimes c. always
5. Do you enjoy telling people what to do?
a. no b. sometimes c. yes
6. Do you find it easy to explain things clearly?
a. yes b. usually c. no
7. Do your friends come to you with their problems?
a. often b. sometimes c. never
8. Do you ever change your opinions about things?
a. sometimes b. frequently c. never
9. If you promise to do something do you do it?
a. always b. usually c. sometimes
10. If a friend is struggling with their homework, do you
a. offer to help them b. lend them a book
c. tell them to ask the teacher



17. Read the key. Do you agree / disagree with the assessment? Why / Why not?

If you answered:

Mostly A answers

You are an excellent team player. People can trust you to meet deadlines. You are honest and express your ideas clearly. You are flexible and prepared to listen to other people's points of view. People can rely on you to do what you say you will do.

Mostly B answers

You are quite a good team player, but you need to try to listen more to your team members and be a little more reliable. Try to put yourself in other people's shoes.

Mostly C answers

You are not a very good team player. Other team members find you unreliable and inflexible. Try to be more honest with people and listen to what they have to say. Show that you understand them and try to be a bit more helpful.

18. Discuss in groups.

- a. Do you belong to a team?
- b. Which of your team members do you think are good / bad team players. Why?

Example: *Rafael isn't a very good team player. He's always late to football practices, and he never passes the ball!*



LINKS OF IMAGENES

1. Ministerio de Educación Nacional (n.d). English, please! 3 Fast Track. Bogotá D.C. – Colombia.P 30. Retrieved from www.colombiaaprende.edu.co/colombiabilingue.
2. Image retrieved from <https://pixabay.com/illustrations/volunteer-poster-illustrator-design-1888823/> with a free for commercial use license.
3. Image retrieved from <https://pixabay.com/illustrations/bully-harassment-workplace-work-3233568/> with a free for commercial use license.
4. Image retrieved from <https://pixabay.com/photos/children-girl-brothers-and-sisters-1545118/> with a free for commercial use license.
5. Ministerio de Educación Nacional (n.d). English, please! 3 Fast Track. Bogotá D.C. – Colombia.P 32. Retrieved from www.colombiaaprende.edu.co/colombiabilingue.
6. Image retrieved from <https://pixabay.com/vectors/smiley-face-grin-smile-happy-icon-304270/> with a free for commercial use license.
7. Image retrieved from <https://pixabay.com/vectors/smiley-emoticon-happy-face-icon-1635449/> with a free for commercial use license.
8. Image retrieved from <https://pixabay.com/vectors/smiley-emoticon-undecided-unsure-1635455/> with a free for commercial use license.
9. Ministerio de Educación Nacional (n.d). English, please! 3 Fast Track. Bogotá D.C. – Colombia.P 30. Retrieved from www.colombiaaprende.edu.co/colombiabilingue.
10. Ministerio de Educación Nacional (n.d). English, please! 3 Fast Track. Bogotá D.C. – Colombia.P 33. Retrieved from www.colombiaaprende.edu.co/colombiabilingue.