



## "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 reconocer sus habilidades y como estas pueden contribuir en sus futuras decisiones. Esto con relación a sus estudios superiores o decisiones a tomar después de finalizar sus estudios de secundaria. Además de conocer la historia de uno de los personajes más influyentes en la sociedad actual, especialmente en el mundo de la tecnología. Su hijo deberá dedicar una hora para desarrollar toda la guía. Este trabajo se relaciona con la página 20 y 21 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 1 plantea un ejercicio para identificar una palabra que por significado o estructura no encaje con las demás.
- LA ACTIVIDAD 2 invita a ver un video sobre un discurso de graduación dado por un personaje muy influyente. También incluye resolver algunas preguntas de comprensión y opinión con relación al video.
- LA ACTIVIDAD 3 permitirá fortalecer la redacción de textos cortos. En esta etapa el estudiante redactará un párrafo corto sobre sus habilidades y futuras decisiones, siguiendo unos criterios y propósitos específicos.

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 recognise your abilities and to what extent they may influence your future decisions. You can also learn some insights from an entrepreneur and influencer. 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 find the word that does not match with the others.

Then, watch a video and answer some questions about it. You will also get some pieces of advice about your future decisions from an expert.

Finally, you will write a short paragraph that will help you to clear your mind about your strengths, skills, abilities and guide 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	Reading comprehension	Phrasal verbs Adjectives	Recognise my strengths and make decisions

### GET READY

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

### LEARNING STRATEGIES

<p><i>What will you learn/practise/reinforce with these activities?</i></p> <ul style="list-style-type: none"> <li>To identify multiple perspectives and decisions in life</li> <li>To identify and recognise own strengths</li> <li>To plan my future decisions</li> <li>To improve writing skills</li> </ul>	<p><i>What can you do to achieve the objectives?</i></p> <ul style="list-style-type: none"> <li>Read the instructions for each tasks</li> <li>Analyse written and oral texts in literal, inferential and critical levels.</li> <li>Feel free to express your opinions.</li> <li>Use the dictionary only if it is absolutely necessary. Use your prior knowledge and try to infer the meaning. You should not translate word by word.</li> <li>Write on your notebooks any new vocabulary or expressions discovered.</li> </ul>
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## ACTIVITIES

### 1. VOCABULARY TASK (5 minutes)

- a. Find the odd one out. Find the word that it is different from the others. Follow the example given.

College  
**Dots**  
Graduation  
Drop out  
Drop in

Young  
Unwed  
Naive  
Historical  
Calligraphy

Run away  
Screw up  
Dawn  
Let down  
Start over

### 2. LISTENING TASK (25 minutes)

- a) Watch the video "Steve Jobs' 2005 Stanford Commencement Address"  
To watch the video you have two options. You can either watch it online or ask for the video to your teacher (who will download it and share it through WhatsApp)  
<https://www.youtube.com/watch?v=UF8uR6Z6KLc&t=77s>
- b) In pairs answer the following questions based on the video
1. Steve jobs is going to talk about three stories in his life. What is the first story about?
    - a. It is about connecting dots
    - b. It is about his story in college
    - c. It is about his parents' situation in the past
  2. When Steve was a baby, her mom decided to put him up for adoption because she did not want him to be raised by an unemployed woman.
    - a. True
    - b. False
  3. Steve Jobs' second story was about \_\_\_\_\_
  4. How much was Apple worth ten years after its creation?
    - a. 2 Million dollars
    - b. 2 Billion dollars
    - c. 1 Billion dollars
  5. According to Steve Jobs, the only way to be truly satisfied is to love what you do.
    - a. True
    - b. False
  6. His third and last story is about
    - a. death
    - b. how Toy Story was designed
    - c. Apple and its 4000 employees





#### 4. Evaluate your work (5 minutes)

Answer these questions in a twitter message

What did you learn today? What did you find tricky?

Remember to include your hashtag# mentioning something memorable from the lesson

You can do it online or use the template:



### THIS IS THE END

Congratulations! Well done for your hard work! You can identify your own strengths, and how they influence your future decisions. You can understand different points and options to plan your future decisions and express your ideas in written form.

### 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.colombiaaprende.edu.co/es/node/94010>

### ANSWER KEY

Vocabulary tasks:

a. 1. Dots 2. Calligraphy 3. dawn

Listening task:

b. 1. a 2. b 3. Love and loss 4. b 5. a 6. a



## 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?
- ¿Cuáles son las habilidades que describiste y qué opción de estudio has elegido según tus habilidades?
- Dime que vocabulario y expresiones nuevas aprendiste a través de la guía
- ¿Qué te llamó la atención del discurso dado por Steve Jobs?

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English please 3 Student's book, page 20 exercise 8 -9

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Lesson 3

Focus on Language

8. Read. Make a list of the expressions José and Kelly used to say if they have a skill and ability or not.

José Gómez

I'm not very good at studying. In fact, I was so tired of studying after high school that I wanted to take a rest. Then, I started working here and there, but I never did any courses. Now, I can see that I'm able to do a lot of things even if I haven't done any technical courses.

I don't have a diploma, but I'm honest and I know how to work in teams, solve problems and find solutions. You can always be sure I will come to work every day. I won't arrive late or leave early and I'm able to learn really fast.

Kelly Sánchez

My strengths? Well, I know a lot about HR, I'm a great leader and I can work under pressure. I'm good at planning and organising events for employees and I'm very skilled at solving problems fast and efficiently.

To tell you the truth, I'm not very good at working with computers.

9. Answer the questions.

- a. What are your strengths?
- b. How can your strengths help you choose a career?

10. Read. Which careers should they do? Choose from the list below.

- journalist
- policeman
- English teacher
- doctor
- nurse
- farmer
- secretary
- lawyer
- engineer

Roberto



I think my strengths are that I can work well in a team, but I can also work well on my own. I'll have to think about these strengths when I choose a career. I can't see myself in an office all day long, doing lots of paperwork. I enjoy helping people so I want a career where I can have lots of contact with people and can make a difference.

Maria



I'm sure my strengths will help me to decide what to study at university. I'm good at Maths, I'm quite creative and I also like making decisions. I think that my English is also very good. I can use that strength for my career because you need English in business to talk to people in meetings or even send letters and emails. My weak subjects at school are subjects like Science so I wouldn't want to study anything like Chemistry.

11. Complete the sentences with Roberto or Maria.

- a. M isn't good at Science.
- b. \_\_\_ likes working with people.
- c. \_\_\_ doesn't want to work in an office.
- d. \_\_\_ is creative.
- e. \_\_\_ might need to use English.
- f. \_\_\_ can work well without other people.



English please 3 Student's book, page 21 exercise 14

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UNIT 1

Module 1

Write 

12. Write a short description of your skills and abilities.

13. Think of a career. Complete the career plan checklist below.

Career Plan Checklist		
Choose one career. What are the basic skills?	Career:	
Compare those skills with your own skills.		
Are there skills you would like to improve?	Yes	No
If yes, what can you do to improve these skills?		
Do you think you will do this career in the future? Why? / Why not?	Yes	No
Are there many job opportunities in this career where you live?	Yes	No
Are there enough job opportunities in this career where you live?	Yes	No
Would you move to a different city or country to do this job?	Yes	No
Would you like more information about this career?	Yes	No

14. Tell your classmates about your career plan. Use the expressions from this lesson.

Useful language

Skills I have:

- I'm good at (noun) / (verb + -ing)
- I'm skilled at (noun) / (verb + -ing)
- I can / I'm able to (verb)
- I know about (noun) / how to (verb)

Skills I don't have:

- I'm not good at (noun) / (verb + -ing)
- I'm bad / terrible at (noun) / (verb + -ing)
- I'm not skilled at (noun) / (verb + -ing)
- I can't / I'm not able to (verb)
- I could never do anything like (noun)(verb + -ing)



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## LINKS OF IMAGENES

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