



"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

Estimados padres de familia,

Esta guía de aprendizaje para el trabajo en casa se preparó con el fin de ayudar a su hijo(a) a practicar el vocabulario y la gramática relacionada con la expresión de sus habilidades para responder a entrevistas de trabajo, y realizar un monólogo corto para simular la aplicación a una entrevista de trabajo.

Su hijo(a) deberá dedicar una hora para desarrollar toda la guía. El trabajo aquí descrito se relaciona con la página 20 del libro del estudiante English, Please! 3, que está disponible en la plataforma Colombia Aprende.

- La actividad 1 está compuesta por tres ejercicios de práctica de vocabulario en inglés relacionado con actividades enfocadas a describir las habilidades, talentos y debilidades que su hijo (a) posee.
- La actividad 2 presenta un diálogo de dos entrevistas de trabajo en donde se le invita a su hijo a clasificar las actividades dadas en un cuadro. Luego se le invita a verificar sus respuestas; para esto, su hijo(a) debe referirse al ejercicio 8 de la página 20 del libro del estudiante. Después, su hijo (a) debe escuchar el audio de nuevo y seleccionar la respuesta correcta que complementa el enunciado.
- La actividad 3 se trata de realizar un monólogo corto en donde su hijo (a) hable de sus habilidades, fortalezas, talentos y debilidades para aplicar a una oferta de trabajo, (por ejemplo: yo puedo ser puntual; yo no puedo escribir con rapidez.)
- Finalmente, la actividad 4 es para que su hijo(a) auto-evalúe lo aprendido completando los dos enunciados de acuerdo a su desempeño.

Además, se ofrecen ejemplos del desarrollo de las actividades, las respuestas correctas al final de la guía y recursos adicionales de apoyo. Agradecemos su colaboración supervisando que su hijo(a) complete todas las actividades indicadas. Al final, ustedes encontrarán una serie de preguntas de verificación de lo que su hijo(a) aprendió y disfrutó mientras desarrolló esta guía.



WELCOME TO THIS SELF-STUDY GUIDE

This English self-study guide helps you practise for a job interview in oral form. All the activities are related to the topic of skills and abilities presented in the English, Please! Student Book 3 Module 1 Unit 1 Lesson 3. It starts with some vocabulary and grammar revision activities. Then, you have to answer some questions about the language used to express abilities, talents, weaknesses and interests (*can for ability; can't for disability*) and end up performing a short dialogue talking about your abilities.

Topic	Skill(s)	Grammar	Vocabulary	Function(s)
Job interviews	Listening and Speaking	Can for ability	Job related skills	Talking about your Abilities, talents and weaknesses

GET READY

Study time needed: 1 hour	Resources: English dictionary, notebook, pencil, mobile phone, PDF file of English Please Series 3 Student's Book.	Textbooks Links: - English Please Series 3, Student's Book, pg. 19. - Listening Task, English Please Series 3, Student's Book, pg. 19.
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LEARNING OBJECTIVES

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

- To practise vocabulary related to job interviews through listening exercises.
- To reinforce the use of the modal verb "Can" through speaking exercises.
- To produce a short monologue for a job application using the grammar and vocabulary practised.

LEARNING STRATEGIES

What can you do to achieve the objectives?

- Read carefully all the instructions for each task.
- Look at the examples given. They are provided in each of the tasks.
- Use a free dictionary app to listen to the pronunciation of new vocabulary.
- Use your prior knowledge and try to infer the meaning. You should not translate word by word. Use your dictionary only if absolutely necessary.
- Write on your notebook any "new" learning points discovered.
- Listen to the audio recording in Part II (Listening Tasks) two times.

ACTIVITIES

PART I. GRAMMAR TASKS (15 minutes)

A. Look at the following images and classify them into the three different categories you will find in the table below: *I'm good at...* *I'm not so good at...* *I would like to try...*



1 Playing Soccer



2 Dancing



3 Cooking



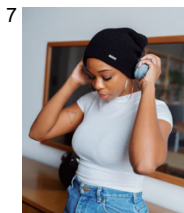
4 Reading



5 Playing video games



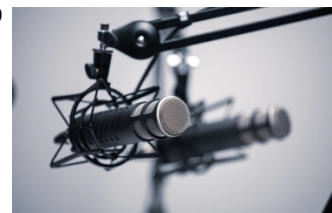
6 Watching Movies



7 Listening to Music



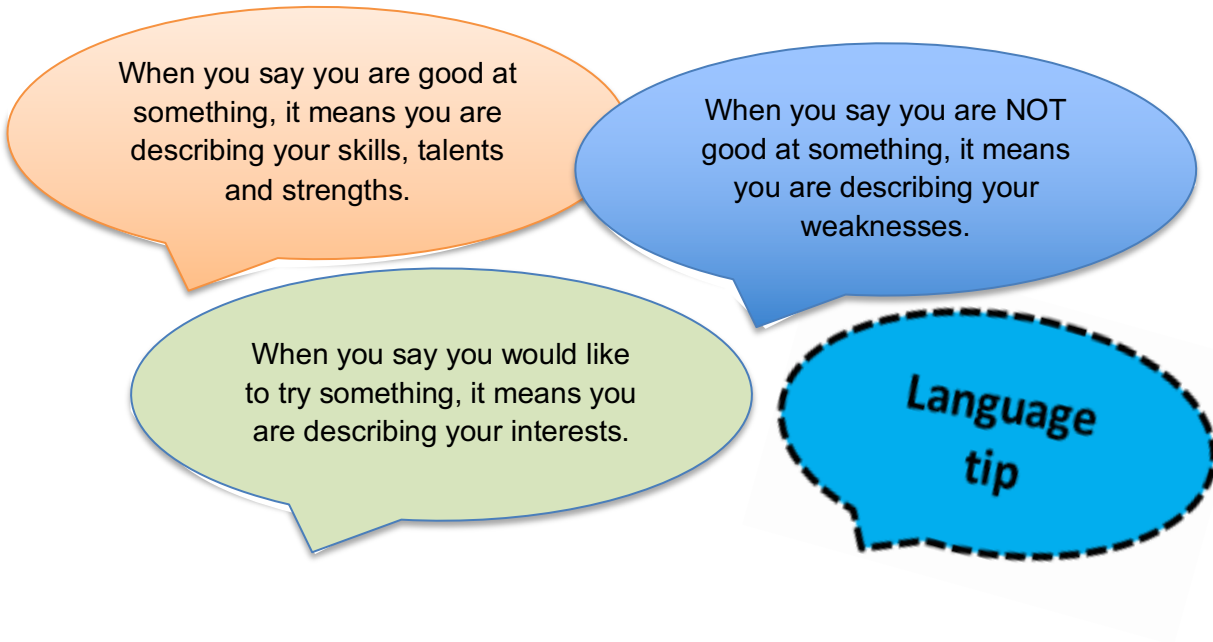
8 Playing Musical Instruments



9 Speaking in Public

*The first row has the examples from your teacher who ***is very good at speaking in public, not so good at playing soccer*** and ***would like to try playing musical instruments.***

I'm good at...	I'm not so good at...	I would like to try...
<u>Speaking in Public</u>	<u>Playing Soccer</u>	<u>Playing Musical Instruments</u>




When you say you are good at something, it means you are describing your skills, talents and strengths.

When you say you are NOT good at something, it means you are describing your weaknesses.

When you say you would like to try something, it means you are describing your interests.

Language tip

B. Match the following concepts with their corresponding definition.

1. Strengths		a) are things that you enjoy doing, e.g. reading, playing a musical instrument.
2. Weaknesses		b) are abilities that you learn, e.g. cooking, driving.
3. Skills		c) are abilities that you are born with.
4. Talents		d) are your best qualities
5. Interests		e) are things that you aren't good at.

C. Share with your classmate one additional skill, one additional weakness and one additional interest of yours.

I can _____
 I can't _____
 I'm interested in _____

PART II. LISTENING TASKS (15 minutes)

A. Listen to José and Kelly at a job interview and classify the phrases from table 1 into the correct column in table 2. See the example below.

Table 1: List of skills, weaknesses and interests:

Be a Leader	<u>Be honest</u> (Example)	Be Punctual	Plan	Learn fast
Study	Work in teams	Work under pressure	Work with computers	Solve problems fast

Table 2: To complete

He/she can... (Skills, talents and strengths)	He/she can't... (Weaknesses)
<u>He can be honest</u>	

=> **Verify your answers by checking the English, Please! Book 3, Module 1, Unit 1, Lesson 3, page 20, exercise 8.**

B. Listen to the interview again and select the correct answer according to the dialogue. The first one is made for you.



Example:

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MISSION

I'm a great leader and ...

Talking Clues

- A. tell you the truth
- B. I can work under pressure
- C. I have a lot of money
- D. for employees

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MISSION

1. I don't have a job and I really need money to live.

Talking Clues

- A. Tell me about your qualifications
- B. Where do you live?
- C. So, basically I can do anything
- D. Hello, thank you.

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MISSION

2 I started working here and there, but I never did any courses...

Talking Clues

- A. I am fine, thank you
- B. You can always be sure
- C. I don't have a diploma
- D. I can see that I'm able to do a lot of things

PART III. SPEAKING TASKS (20 minutes)

A. Read the following job interview conversation and fill in the gaps with **can** or **can't**.

Interviewer: Good morning, what's your name?

Interviewee: Hello! My name is Jonathan Sarmiento Agudelo, and I am applying to be a dean in the British Council school of languages.

Interviewer: 1. _____ you describe your skills, talents or strengths?

Interviewee: Sure, I 2. _____. Well, I am very good at speaking English, so I 3. _____ interact with people from other countries, I 4. _____ establish good working relationships with other language departments, and I 5. _____ also implement different projects.

Interviewer: Interesting! Now, 6. _____ you talk about your weaknesses?

Interviewee: Yes, I 7. _____. I'm not very good at being patient, so I 8. _____ control my emotions when a colleague does not do as I order. Besides, I 9. _____ be on time to the meetings because I have a lot of different responsibilities.

Interviewer: How nice! I 10. _____ see you are a very honest person. Thank you very much for applying.

B. You want to apply for a job opportunity at a big company in Medellín, Colombia. Prepare a short monologue talking about your skills, strengths, talents, weaknesses and interests. You can follow the model provided below.

I can be punctual and work in teams. I can't type fast, but I can learn how to do it. I am good at finding solutions and organizing ideas. I am interested in meeting new people and establishing good working relationships.

C. Record yourself in a voice message and send it to your class Whatsapp group. Listen to one of your classmate's monologues and decide whether you can hire him/her and why.

PART IV. SELF-ASSESSMENT TASKS (10 minutes)

Let's reflect on our progress!

A. Write answers to complete the following prompts.

13	My favourite activity was ...	
	The most useful words or expressions were ...	
	I enjoyed learning about ...	
	I need to practise ...	



THIS IS THE END

Congratulations, you did an amazing job! Keep on practicing how to describe your skills, strengths, talents, interests and weaknesses by means of using "can" and "can't". You can check the useful resources, as well. Be safe and enjoy learning!

USEFUL RESOURCES

Online English Spanish dictionary

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

Grammar -Can/can't [https://first-](https://first-english.org/english_learning/english_beginners/can_can_t_exercises/00_can_can_t_grammar_rules.htm)

[english.org/english_learning/english_beginners/can_can_t_exercises/00_can_can_t_grammar_rules.htm](https://first-english.org/english_learning/english_beginners/can_can_t_exercises/00_can_can_t_grammar_rules.htm)

Useful vocabulary for job interviews

<https://www.ef.com/wwen/blog/language/useful-phrases-for-a-job-interview/>

ANSWER KEY

PART I. Grammar tasks

- A. Students' own answers.
- B. 1-d; 2-e; 3-b; 4-c; 5-a.
- C. Students' own answers. Possible answers: I can *be punctual*. I can't *write fast*. I'm interested in *sports*.

PART II. Listening tasks

- A. She can be a leader; he can be punctual; she can plan; he can learn fast; he can't study; he can work in teams; she can work under pressure; she can't work with computers; she can solve problems fast.
- B. 1-C; 2-D.

PART III. Speaking tasks

- A. 1-Can; 2-can; 3-Can; 4-can; 5-can; 6-can; 7-can; 8-can't; 9-can't; 10-can.
- B. Open answers.

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?
- ¿Cuánto tiempo te tomó desarrollar toda la guía?
- ¿Qué recursos utilizaste?

Ahora, proponga a su hijo o hija los siguientes retos:

- Enséñame cuales son tus habilidades, fortalezas, talentos, debilidades e intereses en inglés.



- Enséñame cómo puedo expresar las mías si tengo una entrevista laboral.

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