

Self-Study Guide for English Subjects N°2

Self-study is the ability to perform tasks by ourselves, without the presence of the teachers

Subject: Academic English	
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Virtual Office Hours:	8-4: lunes de 7:00-9:00 8-2: Lunes 12:10-2:10 8-3: lunes 2:30-4:30.
Student's name:	Group: 8- ____
Work on it from April 5 th - April 30 th , 2021	Due to: April 30 th Fecha de entrega: Abril 30

1. Getting ready to work on my self-study guide. Aspects to verify before I start working:

Materials needed	1. Notebook, pencil, pen, eraser, highlighters, etc.
Resources:	2. Computer & Internet access if possible
Materiales que va a necesitar	3. Cellphone or copies.
Conditions of the place to work	Avoid strong noises, work in a silent well-lit place, make sure you feel comfortable.
Expected time to work this self-study guide	1. This self-study guide will take you 9 lessons to be completed.
Tiempo para trabajar la guía.	

2. The student is ready to start working

Topic/ Study Unit:	Unit 2: Let the Good Times Roll!																									
Objective/ Linguistic Achievement	<ol style="list-style-type: none"> 1. Label sports and their characteristics. 2. Express likes and dislikes related to sports 3. Produces sentences or dialogues in an oral or written form. 4. Distinguishes specific details from videos and audios. 5. Describe sports abilities using the modal verb can 6. Produce simple sentences describing sports rules in a written way 7. Uses wh- questions and yes/no questions to ask and answer for favorite sports, places to practice them, equipment needed outstanding players and achievement 																									
Task Outline:	<p style="text-align: center;">Week 1 Theme: Fun times: Inside and Out</p> <p>(Connection-Clarification)</p> <p>Vocabulary time: (conexión presencial y a distancia)</p> <p>Free time activities: watch TV, listen to music, paint, draw, dance, take photos, spend time with family, read comics, watch videos online, surf the internet, check social media accounts, chat with friends</p> <p>Sports: running, walking, cycling, skate-boarding, karate, gymnastics, boxing, baseball, soccer, basketball, volleyball, sailing, kayaking, white water rafting, swimming, snorkeling, scuba diving surfing, windsurfing, fishing.</p> <p>Equipment: ball, helmet, shoes, uniform, net, pads, skates, board, gloves, basket, kayak, boat, goggles, hat, snorkel, rod.</p> <p>Verbs: hit, throw, catch, pass, serve, shoot, hop, jump push, exercise, games, work out</p> <p>TASK 1. T asks Ls to create a brainstorm about the type of sports or activities to enjoy. Ls write two or three types of equipment for the sports or activities, for example: videogames: (joystick, screen).</p> <table border="1"> <thead> <tr> <th>Sport / Activities</th><th>Example</th><th>Equipment</th></tr> </thead> <tbody> <tr> <td>Water sports</td><td></td><td></td></tr> <tr> <td>Indoor activities</td><td></td><td></td></tr> <tr> <td>Extreme sports</td><td></td><td></td></tr> <tr> <td>Outdoor activities</td><td></td><td></td></tr> <tr> <td>Group Sports</td><td></td><td></td></tr> <tr> <td>Individual sports</td><td></td><td></td></tr> <tr> <td>Winter sports</td><td></td><td></td></tr> </tbody> </table>		Sport / Activities	Example	Equipment	Water sports			Indoor activities			Extreme sports			Outdoor activities			Group Sports			Individual sports			Winter sports		
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TASK 2: Students look at the following pictures, and then answer the questions below.



What sports do you see in the pictures?




What sports from the examples do you like?

What equipment do you need to practice this sport?

What are some of the rules for practicing soccer?

Construction/ Application (**conexión a distancia**)

TASK 3: look at the following information. What these people like to do? Try to write a sentence, describing people's likes and dislikes, using the information from the chart.

People	Sport/Activity	Like / dislike
Alfredo and Nella	Go to the movies	 Like
Hannia	Run and Swim	 Dislike
Angel	Play with drones	 Dislike
Marvin and Laura	Listen to music	 Like

1. _____

2. _____

3. _____

4. _____



Likes and Dislikes

(Connection-Clarification)

EXPRESSING LIKES AND DISLIKES

- ❖ There are several ways to express what you like and dislike, and there are some grammar rules we have to follow.

Expressing likes	Expressing dislikes
I like...	I don't like...
I love...	I dislike...
I adore...	I hate...

How to build up a sentence using likes and dislikes expressions:

Gerunds	Infinitives
They are verb forms that end in -ing. Examples: go → going run → running be → being drink → drinking study → studying	They are verb forms that are preceded by the preposition "to". Examples: go → to go run → to run be → to be drink → to drink study → to study

EXAMPLES:

I like to swim in the summer
She loves to play video games
They enjoy to play soccer

I like swimming in the summer
She loves playing video games
They enjoy playing soccer

More examples:

- I love running
- He doesn't like to watch TV
- I don't enjoy cycling

Construction/ Application

TASK 4: In this exercise, use likes and dislikes expressions with the infinitive and the gerund form. Also, include the activities in the box. (redacte oraciones con las expresiones de likes and dislikes, junto con el gerundio y el infinitivo. Además, incluya las actividades dentro del recuadro)EXAMPLES:

INFINITIVE: I like to listen to music

GERUND: I dislike listening to music

Read a book / cycling / running /karate

INFINITIVE	GERUND
I LIKE TO READ A BOOK	I LIKE READING A BOOK

TASK 5 (Conexión presencial)

T shows this picture and asks Ls the following question:



1. What do you need to prepare to participate in an ironman competition?

T plays the video and asks Ls to answer the following questions after watching the video.
<https://www.youtube.com/watch?v=mnFW2RI8GxI>

1. What is the video about?

2. What is the athlete's name?

3. Is he suggesting five types of equipment?

Week # 2 theme: What's your favorite?

TASK 1 (Conexión a distancia)

Read the following descriptions and look for the correct sport.

1. Referee is to football as umpire is to _____.
(basketball, baseball, hockey, judge)
2. Baseball is to diamond as basketball is to _____.
(field, inside, game, court)
3. Baseball is to ball as hockey is to _____.
(stick, penalty, puck, shoot)
4. Hoop is to basketball as net is to _____.
(hockey, basketball, kick, goalie)
5. Baseball is to inning as football is to _____.
(pass, period, batter, quarter)
6. Stick is to hockey as bat is to _____.
(football, lacrosse, basketball, baseball)
7. Team is to player as crowd is to _____.
(fan, cheer, watching, tickets)
8. Punt is to kick as pass is to _____.
(throw, foot, arm, tackle)
9. Batter is to offense as shortstop is to _____.
(points, ground ball, catch, defense)
10. Basketball is to sneakers as hockey is to _____.
(spikes, ice skates, stick, shoot)

(Connection-Clarification)

Auxiliary DO DOES	+	Subject I / you / we / they he / she / it	+	Verb** go ... ? want ... ? like ... ?
--------------------------------	---	--	---	---

Affirmative: You speak English.
Question: Do you speak English?

Affirmative: He speaks English.
Question: Does he speak English?

** The base form of the infinitive = to go, to need, to speak, to live
Look: Third person verbs lose the final "s" in questions

- It is important to remember how to build up and answer questions using do/does:

Yes/no questions

Wh- questions

QUESTION WORD	AUXILIARY VERB	SUBJECT	INFINITIVE
	Do	you	like pizza?
Where	do	you	work?
What time	does	he	get up?
How often	do	they	go out?
What	do	you	do?



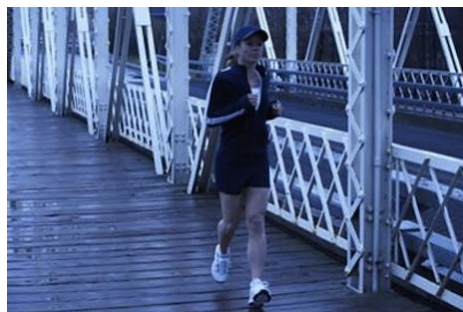
TASK 2: Construction/ Application (**Conexión Presencial y a distancia**)

T asks students the following questions: (this exercise can be done in pairs or interviewing a person from student's house)

- What sports does he/she like?
- Where does he/she practice the sport?
- What equipment does he/she need to practice this sport?
- What are some of the rules for practicing his/her favorite sport?
- When does he/she practice sports?
- What sports/activities does he /she love to practice more?
- What activities does she/he do on his/her day off?
- Can you mention some players he/she admire the most?

Pre-listening (**Conexión Presencial**)

Ls look at the picture .T asks Ls the following question: What do you think the conversation you will listen will be about? Write some ideas on your notebook. The conversation can be found in this website: <http://www.ello.org/english/0701/T740-Keren-Healthy.htm>



Listening for the first time

T plays the conversation for the first time but before sets the task presented below.

- What is the conversation about?
- What sport does she practice?
- When is the best time to practice the sport?



Listening for the second time

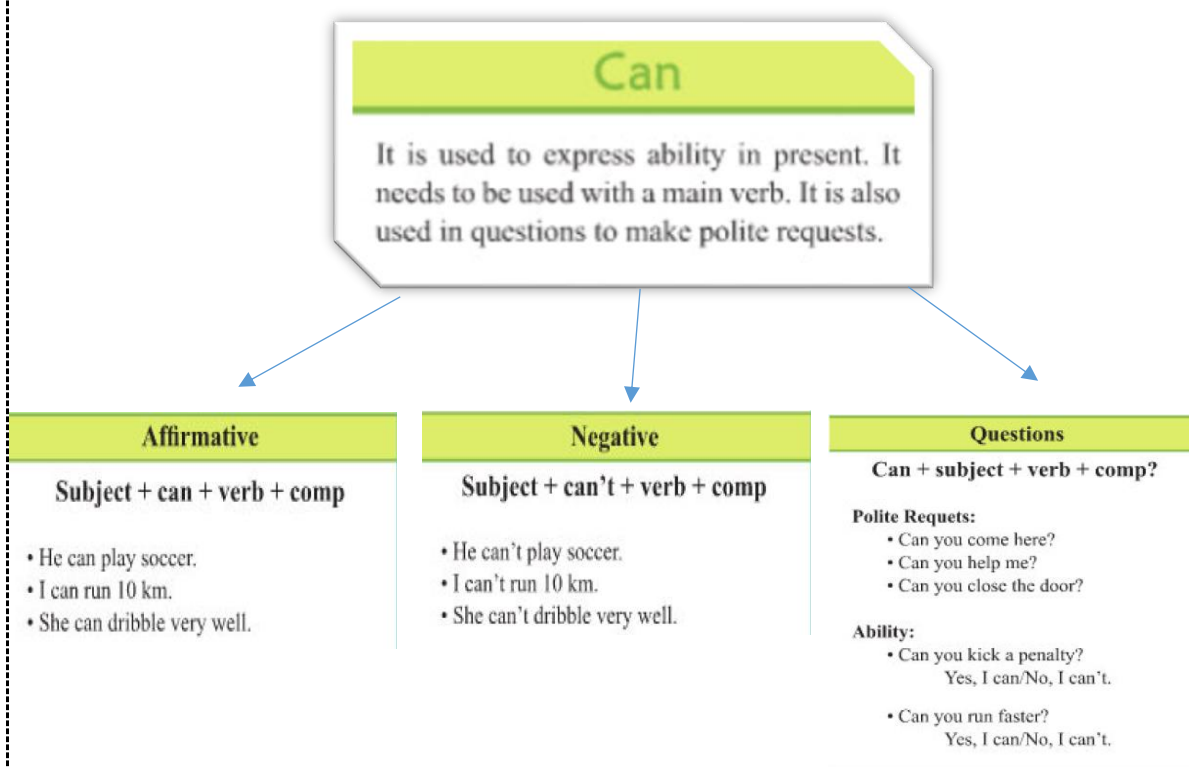
Students listen to the conversation again and fill in the next graphic organizer.

How often does she exercise?	When is the best time to do exercises?	Best season for exercising?	Describe Keren's diet	One recommendation from Todd	Sport she practices

Week # 3: Ready to play: Tell me the rules

(Connection-Clarification) (**conexión prescencial**)

TASK 1: T introduces the use of can to talk about ability with some pictures and examples on the board:



Task 2: (**conexión a distancia**)

Think about two sports you think you have an ability to play and two more you think it would be difficult for you to practice them. Use the following expressions to make your description:

I can...

1. _____

2. _____

I can't

1. _____

2. _____

TASK 3: Construction/ Application (conexion presencial)

Make sentences out of the following clues. Use "can". Make affirmative or negative sentences according to your abilities.

- a. Run a marathon _____
- b. Score 5 goals in game _____
- c. Defeat Steph Curry one on one _____
- d. Understand football _____

(Connection-Clarification)

TASK 4: (conexion presencial)

➡ When we study about sports and its rules, it is important to describe some things like: the equipment, the place you practice it, and how to play the sport. To do this, we have to learn some action verbs, which are necessary to describe rules of sports.



TASK 5: Construction/ Application (conexion prescencial)

Complete the following exercises about sports rules.

A. What is the text about? Click on the correct option:

Children's favourite sports	What you can or can't do in different sports	Water sports
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B. Which sports are mentioned in the text? Click on the correct pictures:



C. Read the sentences carefully. Then, complete the gaps with CAN or CAN'T:

- I baseball, you hit the ball. You also throw the ball, but you kick it.
- When you play water polo, you swim. You throw and catch the ball, but you push or pull your teammates.
- When you go paddleboarding, you take off your life jacket. You go paddleboarding when there is a storm either. These things are dangerous.
- In basketball, you run, but you run and hold the ball. You throw it and catch it.
- When you go horseback riding, you sit on the horse. The horse run and jump, but you take off your helmet.

TASK 6: (conexion prescencial)

Students choose one video game they really like and write a set of instructions to play it. In addition, they have to include elements like Numbers of players, type of sport, outfit, and implements to play/practice it. Remember to use sequential linkers:

Linkers like FIRST, SECOND, THIRD, AFTER THAT, THEN AND FINALLY are used to join ideas in a paragraph. Usually, these ideas are a sequence of events, or they express order of importance



My favorite video game

Week # 4 Up Close and Personal

TASK 1: (Connection-Clarification) (conexion presencial)

Phonology

T introduces the two-syllable and compound words including consonant blends (bl, st, and tr).





Recognition

T writes the following sentences on the board and models their pronunciation putting special emphasis on the initial sounds

blow, street, Travis, Tracy

Articulation

Students take turns saying sentences containing consonant blends.

Travis is playing ball on the market street.

Tracy likes blowing and flying balloons

Construction/ Application

Students look up words in an online dictionary (with their cellphones). Words are new two-syllable and compound words including consonant blends (bl, st and tr). Then, repeat them in pairs.

1.

2.

3.

4.

5.

Questions to consider:

Did you learn how to say the school subjects in English?

Do you like to study?

Do you like English?

3. Putting into practice what I have learned: Self-Regulation and Self- Assessment. Write down the list of evidences you have accomplished according to the tasks assigned by the teacher. Mark with an x (Yes / No) that shows the state of the evidence.

Evidences		
	YES	NO
1. Label sports and their characteristics.		
2. Express likes and dislikes related to sports		
3. Distinguishes specific details from videos and audios.		
4. Describe sports abilities using the modal verb can		
5. Produce simple sentences describing sports rules in a written way		
6. Uses wh- questions and yes/no questions to ask and answer for favorite sports, places to practice them, equipment needed outstanding players and achievements.		

Once the teacher receives the evidence from the development of the activities carried out by the students, the teacher will send feedback to each student through the established channel of communication, according to the educational scenario of the student. This evidence will serve as an input for the follow-up of the student by their parents and their teacher.

Rubric of evaluation

Evaluation Rubric				
ESTO ES PARA USO DEL DOCENTE, NO ESCRIBA NADA AQUI				
Indicators of learning	Performance level			
	NO RESPONSE	1. Not achieved Learner cannot achieve the task	2. In progress Learner can achieve the task with some difficulty and needs improvement	3. Achieved Learner can achieve the task without any difficulty
Label sports and their characteristics.		Only recognize 1 or 2 sports or	Recognizes from 3 to 7 sports	Recognizes from 8 to 9 sports
Express likes and dislikes related to sports		The learner uses less than two sentences properly. There are many mistakes in mechanics.	The learner uses from five to three likes and dislikes expressions properly. There are some mistakes in mechanics.	The learner uses all likes and dislikes expressions properly. There are not mistakes in mechanics.
Distinguishes specific details from videos and audios.		Only answers correctly from 1 to 3 questions	Answers correctly from 4 to 9 questions	Answers correctly from 10 to 12 questions
Describe sports abilities using the modal verb can		The learner writes less than two sentences properly. There are many mistakes in mechanics.	The learner writes from five to three sentences properly. There are some mistakes in mechanics.	The learner produces all sentences properly. There are not mistakes in mechanics.
Produce simple sentences describing sports rules in a written way.		The learner uses less than characteristics of sports properly. There are many mistakes in mechanics.	The learner uses from five to three characteristics of sports properly. There are some mistakes in mechanics.	The learner uses all characteristics of sports properly. There are not mistakes in mechanics.
Uses wh- questions and yes/no questions to ask and answer for favorite sports, places to practice them, equipment needed outstanding players and achievements.		Only answers correctly from 1 to 3 questions	Answers correctly from 4 to 9 questions	Answers correctly from 10 to 12 questions



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Indicador del aprendizaje logrado		Nivel de Desempeño		
• Produce simple sentences describing sports rules in a written way. The student/ el estudiante...	No Response / No responde	Not achieved (1) No logrado	In progress (2) En progreso	Achieved (3) Logrado
Task achievement (Logro de la tarea)		The sentences don't include the information required. (El diálogo no incluye la información solicitada.)	The sentences include only part of the information required. (El diálogo solo incluye parte de la información solicitada.)	The sentences include all of the information required. (El diálogo incluye toda la información solicitada.)
Spelling (Escritura de las palabras)		There are many mistakes in spelling. (Hay muchos errores en la escritura de las palabras)	There are some mistakes in spelling. (Hay algunos errores en la escritura de las palabras)	There are no mistakes in spelling. (No hay errores en la escritura de las palabras)
Sentences and questions structure (Estructura de la oraciones y preguntas)		There are many sentence and questions structure mistakes. (Hay muchos errores en la estructura de las oraciones y preguntas)	There are some sentence and questions structure mistakes. (Hay algunos errores en la estructura de las oraciones y preguntas)	There are no sentence and questions structure mistakes. (No hay errores en la estructura de las oraciones y preguntas)