



GUÍA DE AUTOAPRENDIZAJE

Sector/ Subsector de aprendizaje/ Especialidad	Inglés	Curso(s)	7mo A 7mo B
Objetivo de Aprendizaje	Reforzar los aprendizajes ligados a las evaluaciones diagnósticas en cada una de las asignaturas/módulos, los cuales son la base para iniciar las unidades de aprendizaje correspondientes a las asignaturas y especialidades.		
Contenidos	Uso de verbo modal “can” – Vocabulario de familia – Vocabulario de comidas.		

Materiales: Lápiz, goma de borrar, diccionario (opcional).

I.- Modal Verb: Can

We use modal verb “can” to express ability to do something. It is used before the main verb. For example: Birds can fly. Here, “can” expresses ability, and “fly” is the main verb. In negative sentences, we use: “can’t” or “cannot (formal)”.

Utilizamos verbo modal “can” para expresar la habilidad de hacer algo”. Se utiliza antes del verbo principal. Por ejemplo: Birds can fly. Aquí, “can” expresa habilidad de hacer algo y “fly” es el verbo principal. En oraciones negativas, usamos: “can’t” o “cannot (formal)”.

Context usage: (uso en contexto)

Affirmative: Birds **can** fly in the sky.
Negative: Birds **can’t** (cannot) speak.
Question: **Can** bird fly in the sky?

1.- Match column A with Column B (Unir columna A con columna B).

- | A | B |
|--------------------------------|--|
| 1.- My mother likes cooking | <u>2</u> He can ride a bicycle |
| 2.- Dad likes doing sports | <u>3</u> She can paint a rainbow |
| 3.- Sally loves colours | <u>1</u> She can cook rice |
| 4.- My friends play videogames | <u>5</u> He can swim in the pool |
| 5.- Bobby likes swimming | <u>4</u> They can play “Super Mario Bros.” |



2.- Put the sentence in order. You might need dictionary (Ordenar la oración. Puede necesitar diccionario).

1.- garden / I / can / put / flowers / in / the

I can put flowers in the garden

2.- My / write / classmates / can / copybook / the / on

My classmates can write on the copybook

3.- Students / many / lunch / have / school / at

Many students can have lunch at school

4.- ?/ ride / can / you / a / motorcycle

Can you ride a motorcycle?

5.- can't / Sarah / now / hands / her / wash

Sarah can't wash her hands now

6.- Lily / dance / "cueca" / cannot / home / at

Lily cannot dance "cueca" at home

3.- Complete the dialogue with "can" or "can't" and repeat it aloud (Completar el diálogo con "can" o "can't" y repetir en voz alta).

Answers (Respuestas)

A: Good morning! ____ I use this pencil?

(can)

B: Sure, you _____. ____ I use your eraser?

(can) (can)

A: Sorry, you _____. I have to erase this word.

(can't)

B: Oh, I see. ____ you repeat that word?

(can)

A: Yes, I _____. ____ you repeat that long word?

(can) (can)

B: No, I _____. It's very difficult.

(can't)

II.- Family Vocabulary (Vocabulario de familia)

Read the following paragraph and answer the questions. Use dictionary as necessary. (Lea el siguiente párrafo y responda las preguntas. Use diccionario en caso sea necesario).

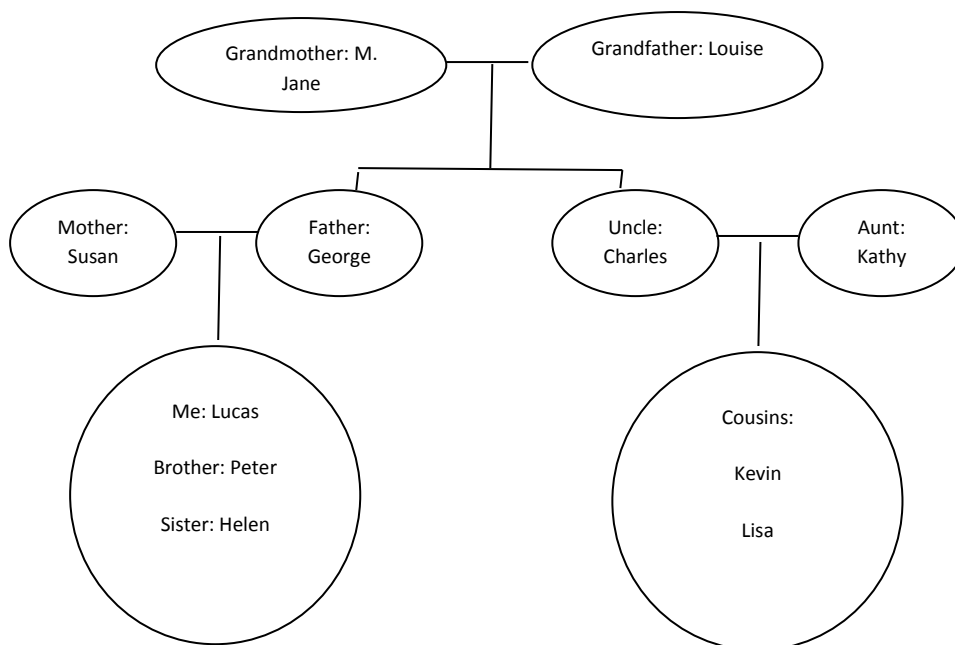
Hello! My name is Lucas and I'll introduce my family. My **father** is George. He works in an office. My **mother** is Susan, and she's a secretary. I have two **siblings**: Peter and Helen. He's 12 years old, and she's 14. He plays soccer, and she sings beautiful songs. My **grandparents** are Louise and Mary Jane. They live in the countryside. Charles, my **uncle**, lives with them. He is married to Kathy and have two **children**: Kevin and Lisa. They love playing videogames!

4.- Fill in the gaps using previous information. You might need dictionary. (Completar los espacios usando la información anterior. Puede necesitar diccionario).

- a) Lucas' father is **George**. He is Susan's **husband**.
- b) Peter is Lucas' **brother**.
- c) Helen is Peter's **sister**.
- d) Louis is married to **Mary Jane**. They live in the **countryside**.
- e) Charles is George's **brother**.
- f) Kathy is Lucas' **aunt**.

5.- Draw a family tree using information of the previous paragraph. Follow the example. (Dibujar un árbol genealógico con la información del párrafo anterior. Siga el ejemplo).

Answer (Respuesta)



III.- Food Vocabulary (vocabulario de comidas)

Read the following chart carefully and complete the activity (Leer el recuadro cuidadosamente y completar la actividad).

Breakfast	Milk, coffee, tea, eggs, bacon, bread and butter, avocado, apple, pear, orange juice
Lunch	Rice and chicken, beans, lentils, mashed potatoes and beef
Salads	Lettuce, tomato, onion, carrot, courgette (UK)/zucchini (US)
Dessert	Rice pudding, custard pudding, cake, sponge cake, lemon pie
Dinner	Vegetable soup, tuna lettuce wrap
Beverages	Soft drinks, sparkling water, still water

1.- Create a weekly menú plan using previous information (Crear un menú semanal utilizando información anterior).

Possible Answers (Posibles Respuestas)

Monday	Breakfast: Coffee and tea Lunch: Rice and Chicken, cake Dinner: Vegetable Soup
Tuesday	Breakfast: Bread and butter, tea Lunch: Beans, lemon pie Dinner: Lettuce salad
Wednesday	Breakfast: Orange Juice, eggs Lunch: Lentils, custard pudding Dinner: Tuna lettuce wrap
Thursday	Breakfast: Eggs, bacon Lunch: Potatoes and beef Dinner: onion soup
Friday	Breakfast: Eggs, bacon Lunch: Mashed potatoes and beef Dinner: Chicken soup
Saturday	Breakfast: Bread, avocado Lunch: Mashed potatoes and chicken Dinner: Tomato Salad
Sunday	Breakfast: Apple, milk, bread Lunch: Carrot salad, beans Dinner: Vegetable soup



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IV.- Autoevaluación

Leer cuidadosamente los criterios antes de autoevaluarse. Califíquese con una nota entre 1.0 (Insuficiente) a 7.0 (Muy bueno) según lo indicado.

Nombre Completo:

Curso:

Criterios de Autoevaluación	Nota	Definición
No cumpla con lo requerido en la guía de autoaprendizaje	1.0 a 3.9	Insuficiente
Cumpla parcialmente expectativas de lo requerido en la guía de autoaprendizaje	4.0 a 5.5	Suficiente
Cumpla expectativas de lo requerido en la guía de autoaprendizaje	5.6 a 6.5	Bueno
Exceda expectativas de lo requerido en la guía de autoaprendizaje	6.6 a 7.0	Muy Bueno
Nota Autoevaluación		