



Institucion Educativa
JUAN PABLO I
La Llanada Nariño.

English 7



El futuro
es de todos



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LA LLANADA
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Comprometidos con la comunidad



**Gobernación
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¡EN DEFENSA DE LO NUESTRO!



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Autorizado por Resolución No. 940 de julio 11 de 2003
Municipio de La Llanada – departamento de Nariño.

Can and can't

AFFIRMATIVE	NEGATIVE	YES/NO QUESTIONS	SHORT ANSWERS
I can cook	I can not / can't cook	Can I cook?	Yes, you can / No, you can't
You can dance	You can not / can't dance	Can you dance?	Yes I can / No I can't
He can play	He can not / can't play	Can he play?	Yes, he can / No, he can't
She can swim	She can not / can't swim	Can she swim?	Yes, she can / No, she can't
It can run	It can not / can't run	Can it run?	Yes, it can / No, it can't
We can sing	We can not / can't sing	Can we sing?	Yes, we can / No, we can't
They can walk	They can not / can't walk	Can they walk ?	Yes, they can / No, they can't

Para realizar oraciones utilizando el verbo “Can” que significa “Poder” colocamos en la parte inicial el sujeto y luego el verbo can seguido del verbo en la forma del infinitivo o forma base.

Para la forma negativa después de can agregamos not o en la forma abreviada can't

Para la forma interrogativa colocamos de primero el verbo “Can” luego sujeto y luego el verbo en su forma base.

1. Escriba la tabla de arriba en su cuaderno (Write the above chart in your notebook)



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Read the slogans and match them with the photos. (Lee los lemas y combínalos con las fotos).

					
a.	b.	c.	d.	e.	f.
1. Exercise can improve your mood.	2. Exercise can make bones and muscles stronger.	3. Exercise can help you control your weight.	4. Exercise can reduce stress.	5. Exercise can increase energy.	6. Exercise can fight diseases.

Match the person what can do (1-4) with the sport he, she plays (a-d) and then answer the questions (a-f) Une a la persona lo que puede hacer (1-4) con el deporte que practica (a-d) y luego responde las preguntas (a-f)

- | | |
|--|---------------|
| 1. She can ride a bike. | a. football |
| 2. He can run and throw the ball at the same time. | b. cycling |
| 3. He can control a ball with his feet. | c. swimming |
| 4. She can breathe underwater. | d. basketball |
| a. Can the girl ride a bike? <i>Yes, she can.</i> | |
| b. Can the boy ride a bike? <i>No, he can't.</i> | |
| c. Can the boy play football? | |
| d. Can the girl swim? | |
| e. Can the boy do two things with a ball at the same time? | |
| f. Can the girl play basketball? | |



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With the next information write sentences use (can and can't). Con la siguiente información escribir oraciones utilizando can and can't

ACTIONS	Sofía		Paola		Nico	
	can	can't	can	can't	can	can't
swim						
skateboard						
run fast						
ride a bike						
dance						
sing						
speak English						
speak French						

Tener en cuenta la siguiente información y seguir el modelo.



21st Century Skills

- Critical Thinking

What new things are you learning this year? What skills are you improving?



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Write ten words. Escribir diez palabras. New vocabulary Nuevo vocabulario.

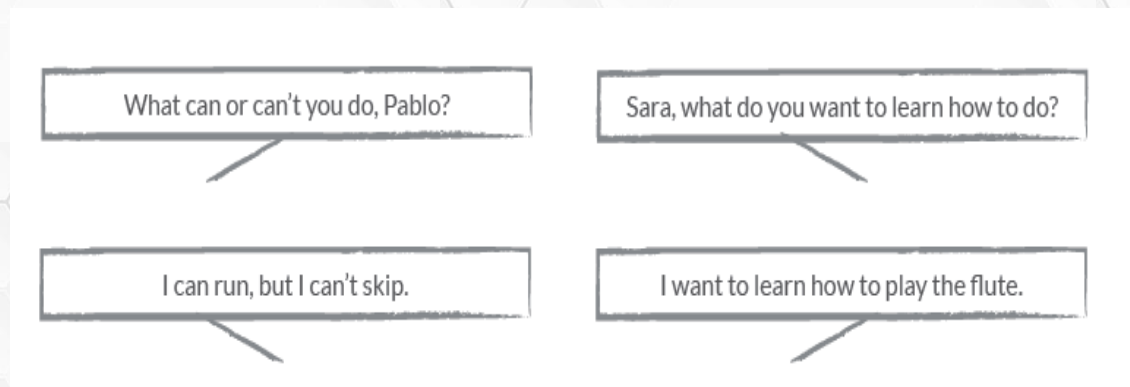
Write: Complete the chart so it is true for you

Escribir: Complete el cuadro para que sea cierto para usted

	I can ...	I can't ...	I want to learn how to ...
Physical activity	<i>swim, skip</i>	<i>skateboard</i>	<i>play basketball</i>
Arts	<i>play the guitar</i>		
Technology			
Hobbies and skills			

Para realizar preguntas utilizando las palabras Wh, primero escribimos en la oración la wh question Word luego “can” luego el sujeto y después el verbo en su forma base.

- Realizar oraciones atendiendo la siguiente información.





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AFFIRMATIVE			
SINGULAR	I	can	speak English.
	You	can	ride a bike.
	He	can	drive a car.
	She	can	play the guitar.
	It	can	swim.
PLURAL	We	can	play football.
	You	can	
	They	can	

Design a slogan, noticeboard to do more exercise Diseñe un eslogan o un tablón de anuncios para hacer más ejercicio. Tener en cuenta la siguiente información.

You need:



some large thick card



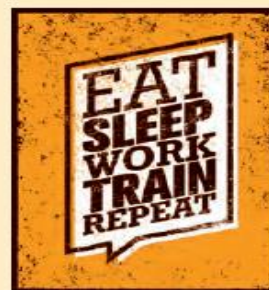
pictures cut out from
magazines



marker pens

Instructions:

1. Write some slogans, for example, 'Be smart: Do Exercise!'
2. Decorate your poster with the magazine pictures. Or draw your own.
3. Put the poster on your classroom wall.





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being clean is cool and fun (estar limpio es genial y divertido)

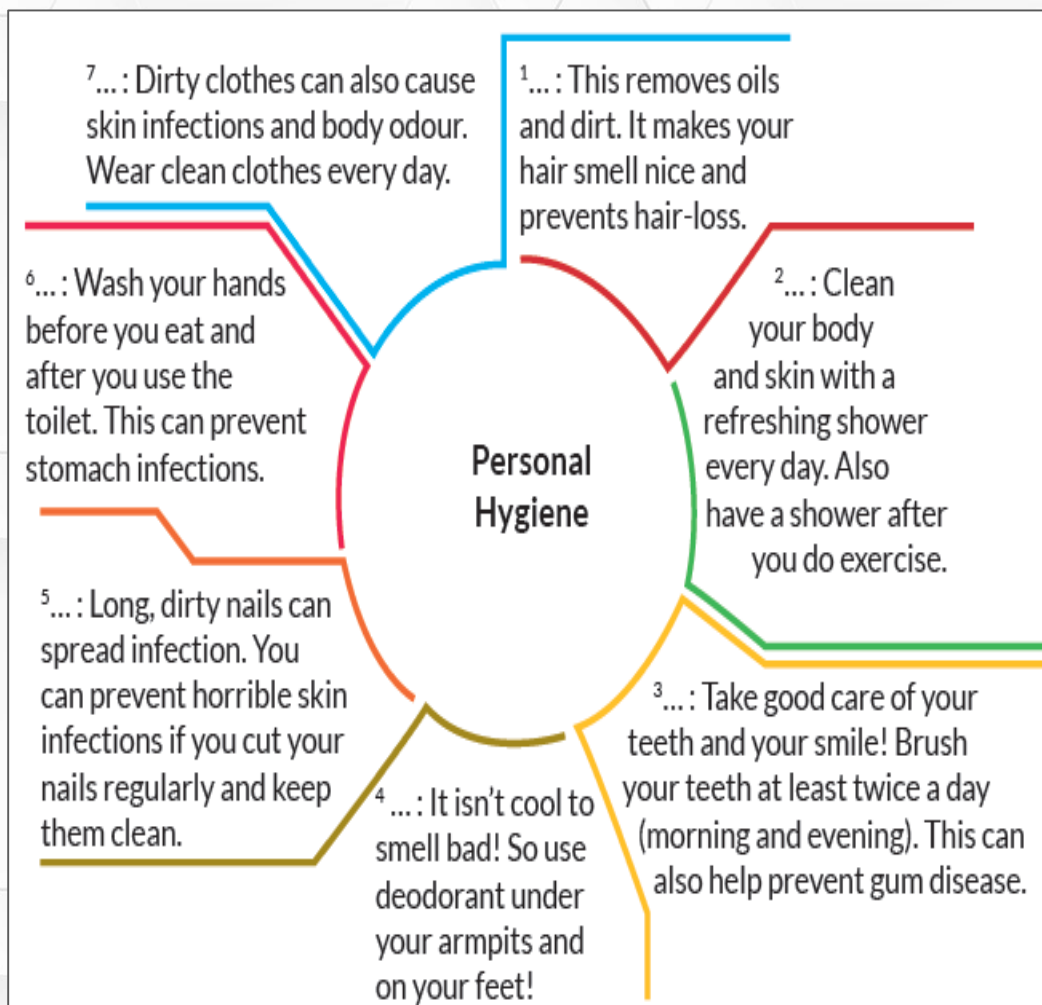
Read the infographic about personal hygiene and complete it (1-7) with the headings

(a-g). Lea la infografía sobre higiene personal y complétela (1-7) con los encabezados.

(a-g)

Use your dictionary to identify unknown words. Usa tu diccionario para identificar palabras desconocidas

- | | | |
|-----------------------------|--------------------|--|
| a. Use deodorant | d. Dental care | g. Keep your fingernails clean and short |
| b. Change your clothes | e. Wash your hands | |
| c. Wash your hair regularly | f. Have a shower | |





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Label the hygiene products and then answer the questions (1-6) so are they true for you.

Etiquete los productos de higiene y luego conteste las preguntas (1-6) para que sean ciertas para usted

1. Do you use a hairbrush to brush your teeth? *No, I don't. I use a hairbrush to brush my hair.*
2. Do you use deodorant to smell nice? *Yes, I do.*
3. Do you use soap and water to wash your face?
4. Do you brush your teeth twice a month?
5. Do you use nail clippers to cut your hair?
6. Do you use shampoo to wash your hair?

Write your personal hygiene routines and complete the chart. Escriba sus rutinas de higiene personal y complete el cuadro

Personal Hygiene Routines				
Action	Always	Often	Sometimes	Never
a. have a shower				
b. wash hair				
c. brush teeth				
d. keep nails clean and short				
e. wear clean clothes				
f. wash hands before you eat				
g. use deodorant				

Prepare a hygiene exhibit. Follow the instructions (1-5). Prepare una exhibición de higiene. Siga las instrucciones (1-5)



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Wash Your Hands

1. Use soap and water.

2. Rub your hands together under the water.

3. Use your fingers.

4. Don't forget your wrists.

5. Rinse your hands.

6. Dry your hands.

Instructions

1. Choose one personal hygiene habit: for example, how to wash your hands properly.
2. Make a list of the steps to follow: for example, Step 1. Get some soap. Step 2. ...
3. Design a picture collage to indicate the steps: you can draw or paint pictures or use photos from magazines.
4. Display your collage on your classroom wall.
5. Give a talk to your classmates (or to a different class) about the hygiene habit you chose.

To wash your hands you need soap and water. Always wash your hands before you eat and after you use the toilet.



Final task activity!

Decide which sentences show that something is possible or not and copy them. Decide qué oraciones muestran que algo es posible o no y cópialas

1. You can make a healthy meal with simple ingredients.
2. I can't read a book in French.
3. Can you come to my party?
4. I can always do my Maths homework.
5. My teacher can see me tomorrow.
6. She can't come to my party.



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Answer the questionnaire about your personal habits and routines. Then, think about your answers and decide how you can develop your healthy habits and routines.

Responda el cuestionario sobre sus hábitos y rutinas personales. Luego, piense en sus respuestas y decida cómo puede desarrollar sus hábitos y rutinas saludables.

How healthy are your habits and routines?				
How often do you ...	Always	Often	Sometimes	Never
a. eat fruit and vegetables?				
b. play a sport?				
c. sleep eight to nine hours?				
d. have a shower?				
e. eat carbohydrates?				
f. brush your teeth?				
g. drink water?				
h. go for a walk?				



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Read the reasons why people feel stressed (a-f). Which ones make you feel stressed? Rank them: frequently, sometimes, never. Lea las razones por las cuales las personas se sienten estresadas (a-f). ¿Cuáles te hacen sentir estresado? Clasifíquelos: con frecuencia, a veces, nunca.

What Makes You Feel Stressed?

- a. **School pressure:** homework, marks, tests, classmates, teachers
- b. **Parents/Family:** pressure to do well, losing someone, moving to a new home, parents' divorce, new brother or sister
- c. **Social life:** relationships with friends, girlfriend/boyfriend
- d. **Time:** not enough time, doing lots of things at the same time
- e. **Money problems:** parents losing their job, change in lifestyle
- f. **Physical or psychological changes:** smelly feet, sudden mood changes you can't control

Frequently: *parents/family* Sometimes: *teachers*
Never: *smelly feet*



Study Tip

When you rank things, you put them in order of importance. Ranking identifies what is most important so you can focus properly.

Read the story of a student who is stressed because of pressure in school. Underline the ways his body reacts to stress.

Lea la historia de un estudiante que está estresado debido a la presión en la escuela. Subraye las formas en que su cuerpo reacciona al estrés.

Search your dictionary for unknown words. Buscar en su diccionario las palabras desconocidas.

A Case of Stress

Pedro is having problems in his Maths class. He often can't do his homework because he doesn't understand it and he never gets good marks in his exams. When he gets bad marks, his stomach turns, his hands sweat, he gets a headache and he feels physically sick. He also feels depressed and often very sad. Pedro is a normal healthy teenager, but stress is affecting him both physically and psychologically!

Pedro really doesn't want to tell his parents about his bad marks because he thinks they will be angry with him. When he goes to bed he can't sleep because he is thinking about his exam marks. In the morning, he doesn't want to have breakfast and he doesn't want to talk to anyone. He really doesn't want to go to school and he definitely doesn't want to go to his Maths class, so he tells his parents that he has a stomach ache.