

# "BEYOND THE CLASSROOM"

## ENGLISH SELF-STUDY GUIDE

School \_\_\_\_\_

City \_\_\_\_\_

Teacher's name \_\_\_\_\_

Student's name \_\_\_\_\_

Grade \_\_\_\_\_

9°

Level \_\_\_\_\_

A2

### ORIENTACIONES PARA LOS PADRES DE FAMILIA

Esta guía de aprendizaje del idioma inglés para trabajar en casa se diseñó con el fin de ayudar a su hijo o hija a conocer vocabulario y expresiones útiles para hablar de los deberes que ellos como adolescentes tienen en su casa y en el colegio. Aprender a identificar por medio de un ejercicio de escucha, las expresiones utilizadas para hablar de los deberes, al igual que su pronunciación en inglés. También se realizará un ejercicio de comprensión de lectura donde el/la estudiante debe reconocer la diferencia entre los derechos y deberes. Su hijo(a) debe dedicar 1 hora y media al desarrollo de esta guía de trabajo. Los ejercicios que se van a realizar aquí se relacionan con las páginas 93, 94 y 95 del libro del estudiante Way to Go grado 8° Módulo 3 (ya que se ha continuado con este texto este año para seguir con el nivel de inglés que sus hijos han venido desarrollando hasta el momento). Este texto se encuentra disponible en la página de Colombia Aprende. Sin embargo, se adjuntan las páginas necesarias en este trabajo para los estudiantes que no tienen acceso a internet.

- En la primera actividad el estudiante debe realizar un ejercicio para conocer y practicar el vocabulario relacionado con los deberes que tienen los adolescentes.
- En la segunda actividad los estudiantes harán un ejercicio de escucha para identificar cuál es la expresión utilizada para hablar de los deberes. (se adjunta el audio y el texto escrito de este ejercicio para facilitarles su comprensión a los estudiantes) para esto su hijo(a) debe referirse al ejercicio 2 de la pg. 93 del texto y completar unas notas de un cuadro acerca de la responsabilidad.
- En la tercera actividad el estudiante escuchará de nuevo el audio y tomará notas de las prohibiciones que tienen los adolescentes para no actuar irresponsablemente teniendo en cuenta que para hablar de prohibiciones se utiliza el verbo modal en inglés en forma negativa "musn't".
- En la cuarta actividad el estudiante responderá a unas preguntas acerca de sus deberes en casa y en el colegio y les hará estas preguntas a dos miembros de su familia. El estudiante debe grabar sus respuestas y sus preguntas y enviarlas en un audio al WhatsApp.
- En la quinta actividad el estudiante debe leer atentamente un texto que mencionan algunos artículos de la convención europea acerca de los derechos humanos adaptada a los niños. Después de leerlo debe responder a 3 preguntas de escoger entre múltiples respuestas.
- En la sexta actividad los estudiantes leerán 3 situaciones donde se vulneran los derechos de los niños, ellos deben identificar y escribir enseguida del texto cuál artículo se está violando.
- Por último, su hijo(a) autoevaluará lo aprendido.

El estudiante recibirá ejemplos de los ejercicios que debe realizar, el audio y el texto escrito del mismo para que compare sus respuestas. Agradecemos su colaboración y apoyo supervisando el

trabajo de su hijo(a). Al final ustedes encontrarán unas preguntas para verificar lo que su hijo(a) aprendió en el desarrollo de esta guía.

## WELCOME TO THIS SELF-STUDY GUIDE

This English self-study guide will help you to practice how to talk about your duties at home and at school. Also, how to ask other people about their duties. Also, there is a reading comprehension exercise. All the activities are related to the topic of children's duties and rights presented in Way to Go Students Book 8 Module 3 Unit 1 lesson 2. It starts with some activities to learn the necessary vocabulary to talk about duties. Then, through a listening exercise you will identify the useful expressions to talk about duties and prohibitions (modal verbs "have to" and "mustn't"). Then you have to answer and ask some questions about your duties at home and at school, don't forget to use the modal verbs "must/mustn't" and "have to" in this activity. After this, you have to read a text about human rights and answer some multiple-choice questions. Finally, you have to read three situations where you are going to identify and write the broken article in the space provided.

Topic	Skill(s)	Grammar	Vocabulary	Function(s)
Duties and rights	Listening, speaking and reading comprehension	Modals: have to, don't have to, mustn't, should/shouldn't	Duties and human rights	-To talk about duties. -To understand the difference between duties and rights

## GET READY

<b>Study time needed:</b> <b>1 hour and a half</b>	<b>Resources:</b> <i>A WhatsApp audio, English dictionary, notebook, pencil, sheet of paper, PDF file of Way to Go student Book 8, cell phone to record. I recommend you the Bravolol dictionary.</i>	<b>Textbooks Links:</b> <i>Way to Go student Book 8, Module 3, unit 1, lesson 2</i> - <a href="https://drive.google.com/open?id=13K266LXpwzzq-NSXRevTBGeSkFG5ezNp">https://drive.google.com/open?id=13K266LXpwzzq-NSXRevTBGeSkFG5ezNp</a>
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## LEARNING OBJECTIVES

## LEARNING STRATEGIES

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

- To learn vocabulary and expressions to talk about duties at home and at school

*What can you do to achieve the objectives?*

- Read carefully the instructions for each task.
- Look at the examples given.
- Use a free dictionary app to listen to pronunciation of new vocabulary.
- Use the dictionary only if it is necessary, don't translate everything.

- To ask and answer questions about duties
- To reinforce literal and inferential reading comprehension

- Write in your notebook new learning points.
- Read the text carefully and try to understand it by context.
- Develop your self-assessment task

## ACTIVITIES

### VOCABULARY (10 minutes)

#### Duties

a. Label the expressions with the pictures.

**a) Do the laundry**

**b) Tidy the classroom**

**c) Make the bed**

**d) Prepare dinner**

**e) Do homework**

**f) Show respect to the teachers**

**g) feed my pet**

**h) clean the house**

**i) Wash the dishes**

<p>1. </p>	
<p>2. </p>	
<p>3. </p>	

4. 	
5. 	
6. 	
7. 	
8. 	
9. 	

b. Classify the duties in exercise 1 and write them in the correct column

Duties at home	Duties at school
Clean the house	

**2. LISTENING** (25 minutes)

**Pre-listening activity:**

Read the mind map carefully and write the three types of responsibility mentioned by the psychologist.

\_\_\_\_\_

\_\_\_\_\_

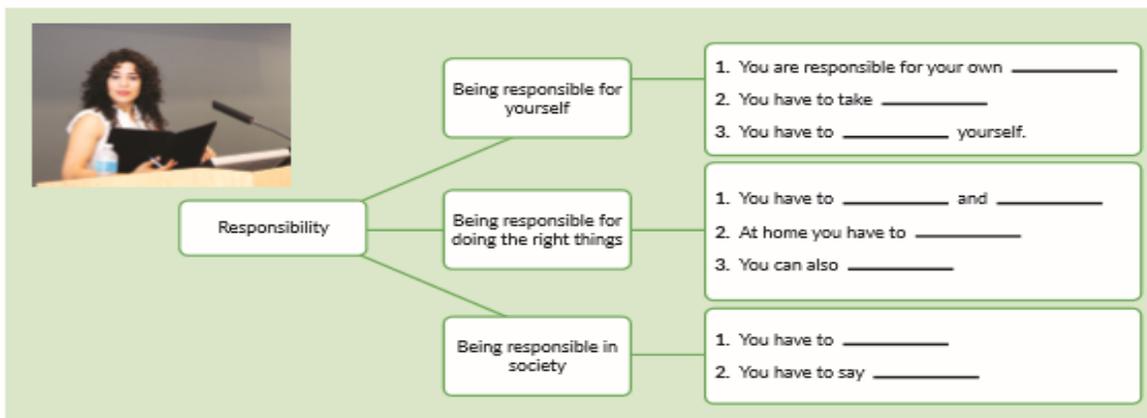
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**Listen »**

A psychologist is speaking about responsibility. Read the first part of the talk. Then, listen and complete the notes.

So, today I want to talk about responsibility. Being responsible takes dedication and it sometimes means doing things you don't want to do. Or *not* doing things you want to do. OK, there are three types of responsibility.



**Listen »**

The psychologist also talks about things you *mustn't* do. Listen again and note down as many as you can.

### 3. GRAMMAR (modal verbs)

- a. Circle the modal verbs mentioned in the listening exercise

**Should      can      have to      mustn't      must**

- b. Look at the following examples carefully and answer questions a and b.

Examples: You **have to** eat well and do exercise

You **mustn't** smoke cigarettes

1. Which modal verb do you use to talk about duties? \_\_\_\_\_
2. Which modal verb do you use to talk about prohibitions? \_\_\_\_\_

#### Useful information: To talk about duties, rules, obligations and prohibitions.

We use **have to** and **don't have to** to talk about duties or rules.

**Examples:** I **have to** help my mom at home.

My mother **has to** take care of my brother and me, and she **has to** do the laundry

We **have to** do homework at home.

My sister **has to** feed her pet

Choose the correct form to complete the rule according to the examples given.

1. We use **have to / has to** with *she, he* and *it*
2. We use **have to / has to** with *I, you, we* and *they*

We also use **must**, but this is normally used to express a personal obligation:

**Examples:** I **must** remember to do my homework.

To talk about prohibitions, we use **mustn't** (must in negative form)

**Example:** Children and teenagers **mustn't** consume alcohol.

**4. SPEAKING time:** (25 minutes)

**a.** Use the modal verbs **have to** or **must / mustn't** to answer the following questions

1. What are your duties at home? *I have to...* \_\_\_\_\_

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2. What are your duties at school? *I must...* \_\_\_\_\_

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Example



**b.** Now ask a member of your family what some of their duties are and give an oral report.

Example: *At home my father **has to** wash the car. He is a nurse, at his work **he has** to take care of sick people*

Now record your answers from exercises **A** and the oral report in exercises **B. (send your recording through WhatsApp)**

**You can start your recording like this:** *Hello I am... (your name) today I am going to talk about some of my duties and responsibilities at home and at school. At home I have to... at school I have to...*

*On the other hand, my father/mother has different responsibilities than mine for example he/she has to...*

**5. READING** (30 minutes)

**PRE-READING**

Read the following sentences

- a. *You should have a name given by your parents at birth.*
- b. *You have to help your mother with the housework.*
- c. *Children should have a good quality education provided by the government.*

- Which of the sentences above is a right? Which is a duty? Explain your answer.

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- What is the difference between a right and a duty? \_\_\_\_\_

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**READING**

Read the six articles from the European Convention on Human Rights (child-friendly version) and do activities 1 and 2.

**1. Article 2,** You should not be discriminated against for any reason, including your race, colour, sex, language, religion, opinion, origin, or any other characteristic or those of your parents.

**2. Article 4,** No one should treat you as a slave, and you should not make anyone your slave. No one can make you work by force.

**3. Article 12,** When adults are making decisions that affect you, you have the right to speak and give your opinion freely.

**4. Article 18,** Both your parents share responsibility for your care, and should always consider what is best for you. Governments should provide services to help parents, especially if both parents work

**5. Article 27,** You should live in good conditions that help you develop physically, mentally, spiritually, morally and socially. The government should help families who cannot afford to provide this.

**6. Article 28,** You have a right to education. Discipline in schools should respect your human dignity. Primary education should be free. Rich countries should help poorer countries to achieve this.

## ACTIVITY 1

Choose the correct answer according to the Reading.

### Example:

Which of the articles mentions freedom for discrimination?

- a. Article 4
- b. Article 12
- c. Article 28

1. Which of the articles mentions the respect for children's opinion?

- a. Article 28
- b. Article 12
- c. Article 2

2. Which of the articles mentions parents' care responsibility?

- a. Article 2
- b. Article 27
- c. Article 18

3. Which of the articles mentions children's adequate standard of living?

- a. Article 27
- b. Article 18
- c. Article 4

## ACTIVITY 2

Read the text again and write the article that is being broken in front of the following situations.

### Example:

Felipe is a 14-year-old boy. He can't go to school; he doesn't have time because he has to work to help his family article 28 right to education

a. Carlitos is a ten-year-old boy. He and his family live in conditions of extreme poverty. They do not have basic services at home such as energy or drinking water. \_\_\_\_\_

b. Students from 6<sup>th</sup> grade feel tired because of the overwork left by the math teacher during the pandemic. They send him a letter requesting 15 days to develop and deliver their work. The teacher ignores this suggestion and continues sending them long guides every week.  
\_\_\_\_\_

c. Juanita is a 12-year-old orphan girl who lives with her aunt and her family. Every day she has to get up very early to do housework and then goes out to work at her aunt's store until 9 pm.  
\_\_\_\_\_

### SELF ASSESSMENT TASK

Answer the following questions about your performance during the development of this guide.

- What was the most difficult activity for you? Why?
- What was the easiest activity?
- What was the activity you liked the most?

### THIS IS THE END

Excellent Job!!! You have improved your English a lot. I invite you to continue practicing the vocabulary and the expressions learnt to talk about duties and responsibilities. Now you know you are a responsible person who has to fulfill some duties and responsibilities at home and at school. Also you have important rights that other people have to respect as you have to respect others rights.

### USEFUL RESOURCES

Way to go workbook 8 page 32 there you can practice vocabulary and modal verbs to talk about duties. Also, you can use the Bravolol dictionary App to help you with the meaning and the pronunciation of new words.

### ANSWER KEY

#### 1. Vocabulary task:

**Exercise a:** 1.e, 2.f, 3.h, 4.a, 5.i, 6.c, 7.g, 8.b, 9.d

**Exercise b:**

**Duties at home:** clean the house, make the bed, feed the pet, wash the dishes, do the laundry, prepare dinner.

**Duties at school:** do the homework, tidy the classroom, show respect to teachers.

2. **Listening task:**

**Being responsible for yourself:** 1. You are responsible for your own actions, your own decisions and your own happiness. 2. You have to take care of your health and your body. 3. You have to protect yourself

**Being responsible for doing the right things:** 1. You have to study for your exams and show dedication. 2. At home you have to help your parents around the house. 3. You can also wash the dishes or do the laundry.

**Being responsible in society:** 1. You have to behave well with your parents, classmates and teachers. 2. You have to say hello to other people.

3. **Grammar:** Modal verbs identified in the listening *have to* and *mustn't*. a. *have to* b. *Mustn't*  
a. *Has to* b. *Have to*

5. **Pre-reading:**

- Sentences a. And c. are rights because they are laws.
- The difference is that rights are legal mechanisms that protect human beings, and duties are the obligations they must fulfill in order to exercise their rights.

**Reading**

- Activity 1
  1. B
  2. C
  3. A
- Activity 2
  - a. Article 27
  - b. Article 12
  - c. Article 4

**ORIENTACIONES FINALES PARA LOS PADRES DE FAMILIA**

Una vez su hijo o hija haya terminado esta guía por favor hágale las siguientes preguntas para verificar su proceso de aprendizaje

- ¿Cuál fue la actividad que más le gustó y cuál fue la más difícil?
- Enséñame como dices en inglés algunos de los deberes que debes realizar en casa y en el colegio.
- Enséñame como hablas de deberes en inglés.
- ¿Cuánto tiempo te tomó desarrollar la guía?
- ¿Qué recursos utilizaste?

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## Expanding Knowledge » Children's Duties and Rights

1.  **Speak »** Work with a partner. Discuss who **has to** do the duties in photos A-E at home.

In my house, I **have to** **make** my bed. How about you?



I **have to** **feed** my dog.



- 46 2.  **Listen »** A psychologist is speaking about responsibility. Read the first part of the talk. Then, listen and complete the notes.

So, today I want to talk about responsibility. Being responsible takes dedication and it sometimes means doing things you don't want to do. Or *not* doing things you want to do. OK, there are three types of responsibility.



Responsibility

Being responsible for yourself

Being responsible for doing the right things

Being responsible in society

1. You are responsible for your own \_\_\_\_\_  
 2. You have to take \_\_\_\_\_  
 3. You have to \_\_\_\_\_ yourself.

1. You have to \_\_\_\_\_ and \_\_\_\_\_  
 2. At home you have to \_\_\_\_\_  
 3. You can also \_\_\_\_\_

1. You have to \_\_\_\_\_  
 2. You have to say \_\_\_\_\_

- 46 3.  **Listen »** The psychologist also talks about things you *mustn't* do. Listen again and note down as many as you can.

4.  **Speak** » Work with a partner. Ask and answer questions about your duties at home. Say what you *have to do* and *don't have to do*.



What are your duties at home?

I don't have to walk the dog. But I have to make breakfast.

I have to walk the dog before school. What about you?

I have to clean my room, too.

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5.  **Listen** » A news reporter interviewed some children about their lives and duties. Listen and complete the interviews with a-h.

- |   |   |
|---|---|
| a. I have to go to class                | e. I have to work ten hours a day                 |
| b. I have to take care of them          | f. I have to work as a rubbish collector          |
| c. I have to plant rice and water seeds | g. I have to stay at school for eight hours a day |
| d. I have to cook and clean the house   | h. I have to give the money                       |

- 

**Adhira**  
My name is Adhira. I live in Andhra Pradesh, in India. I had to leave school to go to work because my family has economic problems. I work in the fields. 1. \_\_\_\_ 2. \_\_\_\_ I would like to go back to school some day like my brother. He goes to school every day and he is learning many things. I'm sorry I can't do that.
- 

**Masashi**  
My name is Masashi and I live in Seto, Japan. I have to study hard. Education in Japan is very strict. 3. \_\_\_\_ I have two hours of homework every night, plus 4. \_\_\_\_ on Saturday. Exams are difficult, so I sometimes get very tired.
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**Alala**  
My name is Alala. I live in a small town in Ghana, Africa. I'm 13 years old, and I don't go to school. I don't know how to read and write. 5. \_\_\_\_ My parents have ten children. Because I'm the oldest, 6. \_\_\_\_ Soon, I will marry and have many children.
- 

**Juan**  
My name is Juan. I'm 14 years old. I live in Bogotá, Colombia. I go to school every day, but 7. \_\_\_\_ in the afternoons. 8. \_\_\_\_ to my parents because they are poor. I really want to finish high school soon to get a better job. I don't like this job.

6.  **Speak** » Work with a partner. Discuss the questions about the children in exercise 5.

- Are these children responsible? Why/Why not?
- Who is more fortunate with his/her duties?
- Should children have to work? Why/Why not?

## module 3 // Unit 1

7.  **Read »** Read the six articles from the European Convention on Human Rights (child-friendly version). Match the articles (1-6) with the headings (a-f).

- a. Article 27, Adequate standard of living  
b. Article 4, Freedom from slavery and forced labour  
c. Article 2, Freedom from discrimination  
d. Article 18, Parents' joint responsibilities  
e. Article 12, Respect for the child's opinion  
f. Article 28, Right to education

- |   |  |
|---|--|
| 1. <u>Article 2, Freedom from discrimination</u><br>You <b>should not be</b> discriminated against for any reason, including your race, colour, sex, language, religion, opinion, origin, or any other characteristic or those of your parents. | 4. _____<br>When adults are making decisions that affect you, you have the right to speak and give your opinion freely.  |
| 2. _____<br>No one <b>should treat</b> you as a slave, and you <b>should not make</b> anyone your slave. No one <b>can make</b> you work by force.  | 5. _____<br>You <b>should live</b> in good conditions that help you develop physically, mentally, spiritually, morally and socially. The government <b>should help</b> families who cannot afford to provide this. |
| 3. _____<br>Both your parents share responsibility for your care, and <b>should</b> always consider what is best for you. Governments <b>should provide</b> services to help parents, especially if both parents work.                          | 6. _____<br>You have a right to education. Discipline in schools should respect your human dignity. Primary education <b>should be</b> free. Rich countries should help poorer countries to achieve this.          |

8.  **Group Work »** In groups, discuss the questions.

- a. What is the difference between a *right* and a *duty*?  
b. Can you think of other children's human rights?

9.  **Group Work »** In groups, read these statements and decide if each one is a *right* or a *duty*. Explain your decision to the class.

People should treat me kindly

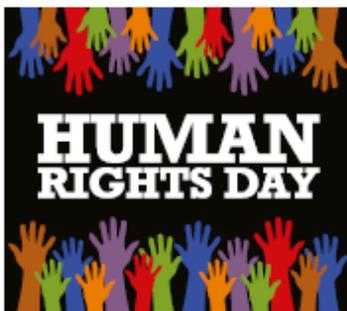
I can tell my parents about my feelings

Teachers should listen to me

I have to use my time wisely

I can ask for help

I should be kind



I have to arrive on time at school

I have to learn a lot about the world

I need time to play with my friends

I have to do my best at school