

## "BEYOND THE CLASSROOM" ENGLISH SELF-STUDY GUIDE

School

City

Teacher's name

Student's name

Grade

11

Level

A2

### ORIENTACIONES PARA LOS PADRES DE FAMILIA

Esta guía de trabajo permite a su hijo(a) repasar conceptos relacionados con la comida y verbos para cocinar. Con este propósito, la guía le permitirá repasar vocabulario relacionado con estos temas, así como usar el inglés para expresar diferentes acciones en la cocina. Su hijo(a) deberá dedicar una hora para el desarrollo de la guía. Las actividades aquí propuestas están basadas en el libro English Please! 11vo Grado, el cual está disponible en la página Colombia Aprende, su hijo(a) puede realizarlas solo utilizando esta guía.

A continuación, describimos las actividades que su hijo(a) deberá desarrollar:

1. Actividad 1: Primero el estudiante debe unir las imágenes con las palabras del banco de palabras.
2. Actividad 2: Después deberá completar el mapa mental con las palabras del cuadro y sus propias ideas.
3. Actividad 3: En esta actividad su hijo deberá completar las oraciones usando would / would not y un verbo del cuadro.
4. Actividad 4: A continuación, su hijo(a) deberá completar las frases con sus propias ideas
5. Actividad 5: Para finalizar su hijo(a) deberá abrir su libro "English Please!", en la página 58. Donde podrá encontrar el audio n. ° 29 para resolver la actividad. Aquí debe leer y escuchar la entrevista y luego responder las preguntas.

En la guía su hijo(a) podrá encontrar ejemplos de cómo responder cada ejercicio para facilitar su comprensión y desarrollo. Agradecemos que acompañe a su hijo(a) en la realización de esta guía. Al final encontrará unas preguntas que puede hacer a su hijo(a) para revisar lo aprendido.

## WELCOME TO THIS SELF-STUDY GUIDE

Welcome to your English self-study guide. I am pleased to give you some helpful information and a few tips to complete this guide. You will find that, as an online learner, self-motivation and discipline are really important. All the activities are related to Imperative verbs grammar and the vocabulary related to world issues presented in English Please! 3 student's book, Module 2 Unit 1 lesson 3 page 56, 57, exercise 6, 7 and 8. It starts with a vocabulary task then you have to complete a mind map, a grammar activity using WOULD / WOULDN'T, a writing activity and finally a listening and reading one.

Topic	Skill(s)	Grammar	Vocabulary	Function(s)
<b>Global Issues</b>	Writing Listening	Would/ Wouldn't for conditionals	Global issues	Discuss world issues

## GET READY

<b>Study time needed:</b>  <b>2 hours</b>	<b>Resources:</b> sheet of paper, pencil.
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## LEARNING OBJECTIVES

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

- Discuss some world issues.
- To identify world issues' vocabulary
- To use Would and Wouldn't to express conditions

## LEARNING STRATEGIES

*What can you do to achieve the objectives?*

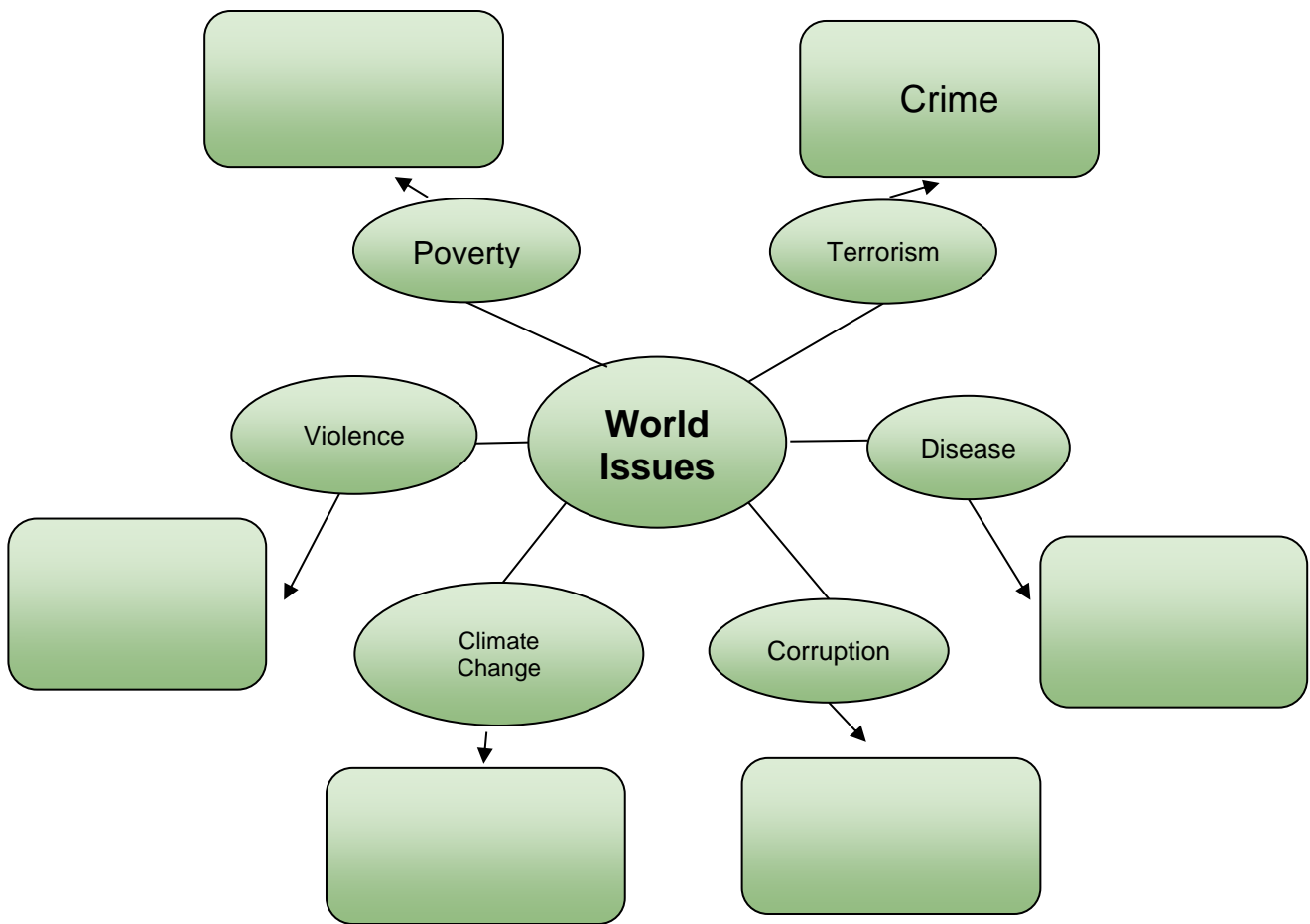
- Do each activity
- Use your monolingual dictionary
- Follow your teacher's instructions
- Be positive and optimistic.
- Listen to the audio as many times as possible, make sure you understand the key words.





b. Complete the mind map with the words in the box, choose the right ones for each subtopic and add some of your own ideas.

- food
- money
- inequality
- hospitals
- medicine
- houses
- slums
- illness
- sick
- money
- fear
- fighting x2
- crime x2
- guns x2
- weather
- starvation x2
- emissions
- homicide x2
- bombs





## 2.SKILLS TASK

Open your "English Please" book 3, we are going to work on page 58. You can find the audio #29. Read and listen to the interview. Then answer the questions.

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**Elena:** Good morning, Mr Norton. Thanks for helping me with my article on Our Ideal World.

**Mr Norton:** Good morning Elena, it's a pleasure.

**Elena:** Well, I know you do a lot of work with children in the community. What would your ideal world be like for them?

**Mr Norton:** Well first, it would be a safe place. Many children live in fear for many reasons. In my ideal world, children would be able to live without fear. We'd protect them. There are too many children living on the streets.

**Elena:** How would you do this?

**Mr Norton:** Well, if we could, we would find every homeless child a new family, of course. But this is difficult. We have a children's home in our community, where the lucky ones can at least have a bed and food to eat, but we don't have enough beds. If we had more money we'd build another children's home.

**Elena:** What about education?

**Mr Norton:** Of course, that's very important. If these children went to school, they would have a better future. Every child has a right to an education.

But above anything else, they have the right to be loved. In my ideal world, all children would know what it is like to have someone who cares about them and loves them.

**Elena:** Well, that would be a perfect world. Thank you Mr Norton for sharing your ideas with us.



a. Who is the interviewer?

a. \_\_\_\_\_

b. What does Mr. Norton do?

b. \_\_\_\_\_

c. Why can't all the homeless children stay in the children's home?

c. \_\_\_\_\_

d. Why can't they build another children's home?

d. \_\_\_\_\_

e. What two children's rights does Mr. Norton mention?

e. \_\_\_\_\_

f. What would Mr. Norton's ideal world be like?

f. \_\_\_\_\_

### 3. LANGUAGE TASK

a. Complete the sentences using **would** / **wouldn't** and a verb in the box.

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▪ own	▪ cycle	▪ go
▪ receive	▪ be	▪ live

In my ideal world ...

- |  |  |
|--|--|
| a. People _____ guns.                    | d. No-one _____ in slums.                    |
| b. Everyone _____ instead of driving.    | e. All children _____ to school.             |
| c. There _____ enough food for everyone. | f. Sick people _____ the medicine they need. |

b. Choose the words to complete the rules.

We sometimes use **if** + **past** / **present** to talk about imaginary situations.  
 We use **would** / **will** + infinitive in the second part of the sentence.  
 We **often** / **never** replace would with **'d**.

### 4. LANGUAGE PRACTICE (15 minutes)

a. Complete the sentences with your own ideas.




- In my ideal school, there would be \_\_\_\_\_  
\_\_\_\_\_
- In my ideal neighborhood, we would have \_\_\_\_\_  
\_\_\_\_\_
- In my ideal country, \_\_\_\_\_  
\_\_\_\_\_

b. Make groups of 3 people in WhatsApp, use the chat to discuss what your ideal world would be like. Make a poster with the title 'In Our Ideal World ...' and present it on a video.



**5. SELF-ASSESSMENT TASK**

Tick (✓) the option that shows what you can do.

After finishing this self-study guide, I learnt ...	12	13	14
	<b>A lot!</b> 	<b>About right</b> 	<b>Too little</b> 
<b>Vocabulary about World Issues</b>			
<b>To identify world issues' vocabulary</b>			
<b>To use Would and Wouldn't to express conditions</b>			



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## THIS IS THE END

Well done! You are an awesome learner! Continue practicing the World Issues vocabulary. You can use the given resources and links. Enjoy using this vocabulary at home.

## USEFUL RESOURCES

### Read about the topic:

#### Breaking News English:

<https://breakingnewsenglish.com/news-for-kids.html>

<https://breakingnewsenglish.com/issues.html>

#### Practice pronunciation and listening:

<https://es.lyricstraining.com/>

<https://www.eslvideo.com/>

<https://www.esl-lab.com/>

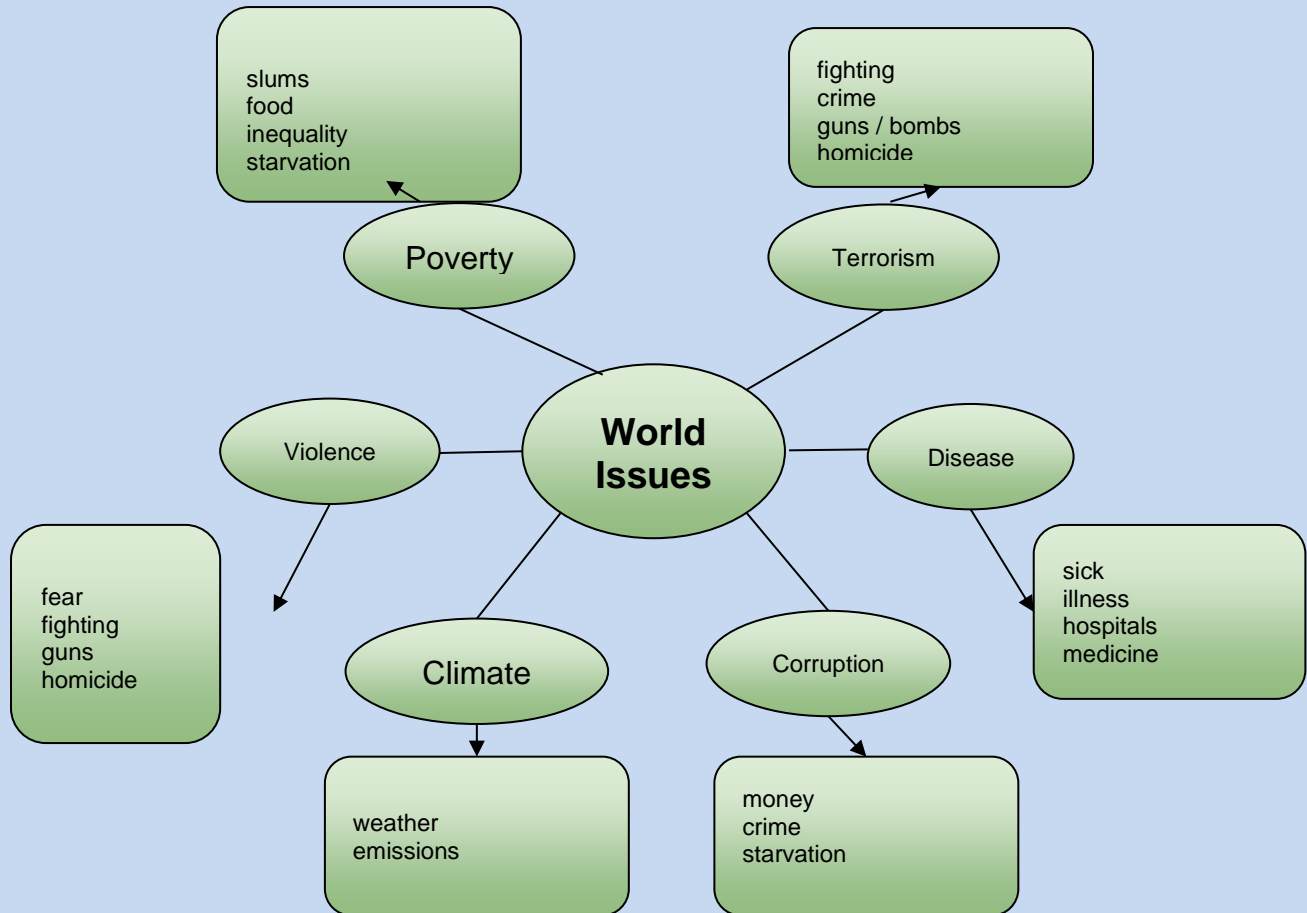
<https://learnenglishteens.britishcouncil.org/topics/global-issues/term>

## ANSWER KEY

### 1.VOCABULARY TASKS

a. Answers: a9, b1, c5, d2, e4, f6, g3, h8, i7





## 2.LANGUAGE TASK

- Wouldn't own
- Would cycle
- Would be
- Would live
- Would go
- Would receive

## 4.SKILLS TASK

- The interviewer is Elena
- Mr. Norton helps Children
- They don't have enough beds
- They don't have enough money
- Right to an education and right to be loved
- It would be a safe place; children would be able to live without fear. We'd protect them.

## ORIENTACIONES FINALES PARA LOS PADRES DE FAMILIA

Una vez el estudiante haya terminado las actividades de la guía, por favor revise y escoja algunas de las siguientes preguntas que permiten hacer una reflexión y verificar el proceso de Aprendizaje.

- Por favor mencione al menos cinco problemas mundiales.
- Mencione tres palabras que se relacionen con el problema “Poverty”
- ¿Cuánto tiempo te tomó desarrollar toda la guía?
- ¿Hubo algún ejercicio que se le dificultó? ¿Cómo cree que lo entendería mejor?

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