

"BEYOND THE CLASSROOM" ENGLISH SELF-STUDY GUIDE

School	City
Teacher's name	
Student's name	
Grade	Level
11	A2

ORIENTACIONES PARA LOS PADRES DE FAMILIA

Apreciados padres de familia y/o acudientes
Reciban un cordial y atento saludo.

Inicialmente quiero agradecerles por el apoyo y acompañamiento que han brindado a sus hijos en este proceso de aprendizaje en casa. De igual manera quiero darles a conocer que esta guía se ha diseñado con el propósito de contribuir y facilitar el aprendizaje de Inglés de su hijo/a o estudiante a su cargo, basado en los contenidos del libro English, Please! Student 's book, Fast Track 11th Grade. Para el desarrollo de esta guía se deben resolver las siguientes actividades:

- **Sección 1: Vocabulario:** En esta parte de la guía el estudiante encontrará imágenes que representan vocabulario sobre trabajo voluntario y les permite adquirirlo al relacionar el vocabulario con las imágenes.
- **Sección 2: Lectura:** Esta sesión está dividida en 3 partes: prelectura, en donde los estudiantes deben leer cuidadosamente los textos; Lectura, en donde los estudiantes deben seguir unos tips de comprensión lectora y finalmente una post-lectura, en la cual se deben responder 4 preguntas opción múltiple, teniendo en cuenta la información de los textos.
- **Sección 3: Conocimiento de la lengua:** Esta sección presenta actividades relacionadas a la parte gramatical sobre el contraste entre los tiempos pasado simple y presente perfecto. Inicialmente se muestra cuando se usan estos tiempos y como están formados, y luego se presentan 3 actividades que permiten la puesta en práctica de estos dos tiempos.
- **Sección 4: Escucha:** Para el desarrollo de esta sección el estudiante debe buscar el audio 37 del libro del estudiante de grado once, escuchar el audio cuidadosamente y responder los 3 puntos correspondientes.
- **Sección 5: Escritura:** En esta última actividad, el estudiante debe realizar un escrito sobre una persona que haya participado o creado una organización voluntaria, desarrollando las actividades propuestas.

Con el desarrollo de estas actividades, se busca preparar al estudiante en las diferentes habilidades del inglés, mediante un tema de importancia en la actualidad, el cual está relacionado al trabajo voluntario.

WELCOME TO THIS SELF-STUDY GUIDE

This self-study guide will help you with your English skills, through the topic related to community or voluntary work. This guide presents different activities to provide input and help you by writing a text about a person who has worked or created a voluntary organization. You can also have feedback from your partners. This self-study guide was done based on the book *English, Please!* Fast track 11th grade and it presents activities such as: vocabulary tasks, where you can recognize words related to voluntary work; reading comprehension which refer to short posts about voluntary activities; use of language in which you can find the contrast between past simple and present perfect; listening activities also related to voluntary work and finally, it presents the writing task with examples and tips to elaborate a good text, by drafting and correcting until the last version of it. In this self-study guide self-assessment is also relevant, which allows you to evaluate yourself.

Topic	Skill(s)	Grammar	Vocabulary	Function(s)
Meeting the challenges of the modern world.	Reading and writing	Present perfect Past participle	Community and voluntary work.	Describing experiences. Encouraging others to do volunteer work.

GET READY

Study time needed: 1 hour	Resources: <i>Dictionary, notebook, pen or pencil, sheets of paper, colors.</i>
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LEARNING OBJECTIVES

LEARNING STRATEGIES

<p><i>What will you learn/practice/reinforce with these activities?</i></p> <ul style="list-style-type: none"> To identify and use vocabulary related to community and voluntary work. To understand personal experiences of being a volunteer in a text. 	<p><i>What can you do to achieve the objectives?</i></p> <ul style="list-style-type: none"> Read the instructions carefully. Associate words with images and text. Organize words according to the meaning. Read the posts and answer the multiple-choice questions. Listen for detailed information.
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- To identify specific information in a conversation.
- To write about a voluntary organization that you would like to create in your neighborhood.

- Use previous knowledge to create a voluntary youth organization.
- Use the model given to write the final task.

ACTIVITIES

1. VOCABULARY TASKS (10 min)

A. Label the pictures below. Use the following words.

✓ Rubbish

✓ Protect

✓ Children

✓ Plant

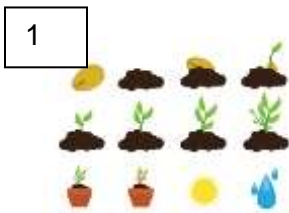
✓ Clean up

✓ Animals

✓ Paint

✓ Teach

✓ Take care of



1.



2.



3.



4.



5.



6.



7.



8.



9.



2. READING TASKS (10 min)

A. Pre reading. Read the posts carefully.

10



My name's Jenny. I'm a YVolunteers member. Last year, I **planted** a tree in my neighbourhood.



We're Karol and John. This is a picture of our last YVolunteers action. We're **cleaning up** all the **rubbish** after the Barranquilla fair.



I'm Michael. I love **teaching children** in my free time. Here's a picture of one of my students learning how to play the guitar.



My name's Stefany. I like working for YVolunteers. Every Saturday I go to an old person's home and **take care of** them for the day.



My friends and I **painted** our neighbour's house. She lives alone, so we decided to help her.



My name's Maria. I love animals. Last weekend, my YVolunteers friends and I started a campaign to **protect animals** from danger.

B. While-reading. Read the post again and consider the following tips to improve reading comprehension.

A	Color in yellow the words that you know.
B	Color in red the words that you don't know, then look them up in the dictionary.
C	Color in blue the words that were mentioned in the previous vocabulary.
D	Color in purple the words related to community work that haven't been highlighted.



C. Post-reading. After reading the posts, answer the following questions.

1. Who loves teaching children in their free time?

A. Maria
B. Stefany
C. Michael

2. According to the reading, what do the images represent?

A. Hobbies
B. Voluntary work
C. Different jobs

3. What did Karol and John do after the Barranquilla Fair?

A. Took care of elder people
B. Painted the neighbor's houses
C. Cleaned up all the rubbish

4. What do this people obtain for doing their work?

A. They get paid
B. They don't receive anything; they work as volunteers
C. They get benefits from the community

3. LANGUAGE AWARENESS (past participle VS Present perfect) (10 min)

PAST SIMPLE



When do we use this tense?

- With actions, states or habits in the past.
- To talk about things that are not real in the present or future.



How do we form the past simple?

- With most verbs, the past tense is formed by adding **-ed**:
Example: Called, liked
- But there are a lot of irregular past tense forms in English.
Example: Be was-were
 Buy Bought

PRESENT PERFECT



When do we use this tense?

- For something that started in the past and continues in the present.
- To talk about our experience up to the present.
- for something that happened in the past but is important in the present



How do we form the present perfect?

- We form the present perfect with have / has + past participle.
- The past participle often ends in **-ed** (e.g. worked), but there are many irregulars past participles (e.g. been)



• **Affirmative**

I worked yesterday
She worked yesterday

• **Negative**

We use **didn't (did not)** to make **negatives**.

Example: We didn't go to school.

• **Questions**

We use **did** to make **questions**.

Example: **Did you like to travel?**

Yes, I did. No, I didn't
Did she like to travel?

• **Affirmative**

I/we/you/they have raised some money
He/she/it has raised some money.

• **Negative**

I/we/you/they haven't worked
He/she/it hasn't worked

• **Questions**

Have you ever planted a tree?

Yes, I have. No, I haven't.

Has she ever planted a tree?

Yes, she has. No, she hasn't.

A. Read the sentences, put the verbs in the correct form (Present perfect or past simple)

1. Last weekend, we ____**ainted**____ my neighbor's house. (Paint)
2. She's very experienced now. She _____ a volunteer for two years. (been)
3. He's hungry. He _____ for four days. (no eat)
4. Yesterday I _____ my neighbor to the cinema. (take)
5. How much money _____ you _____ for charity this year? (raise)

B. Answer the following questions using the present perfect structure.

1. Have you ever done any voluntary work in your neighborhood?

2. Have you ever done any of the things in the pictures presented in the posts?

C. When do we use present perfect? Choose the correct option.

1. To talk about actions that are still going on or that stopped recently, but has an influence on the present
2. To refer to something that happens regularly in the present.
3. To refer to a future activity or a future state of being.

4. LISTENING TASKS. Track 37- Student book, fast track, 11th grade (time 10 min)

11 **Listen**

A. Have you ever heard of "Circo Para Todos"? What do you think it is?

B. Listen and check if you were right

C. Listen again and answer the questions

15. Have you heard of Circo Para Todos? What do you think it is?



1. Who started the circus school?	
2. When did it open?	
3. Who is it for?	
4. What is the aim of the school?	
5. Where do the young people work when they have finished their training?	

5. WRITING TASKS (15 min)

A. Write key words related to community and voluntary work.

12





B. Ask a person who has participated in a community or voluntary organization and research the following issues.

- ✓ What did the person do to find resources for the support the organization?
- ✓ What motivated the person to be part of the organization or to create it?
- ✓ What was the aim of the organization?
- ✓ Who was it for?

C. Look at the example of a text related to a celebrity supporting good causes. Take ideas from this example to write your text. Also, pay attention to the writing tips.

13

David Beckham, an English footballing hero, has played for Manchester United, England, Real Madrid and LA Galaxy, and is one of England's wealthiest sportsmen. He came into the news in 2013, however, for a different reason. On signing for Paris St-Germain, a French team, he promised to donate his £150,000 weekly salary to a French Children's charity.

He has always worked tirelessly for good causes and is passionate about helping children. In January 2005, he became a UNICEF Goodwill Ambassador. Since then, he has played a very important role in UNICEF's work. In 2012 he took part in a Save the Children campaign to persuade the UK Prime Minister David Cameron to take action to help children affected by malnutrition around the world. In 2015 he launched his own David Beckham UNICEF fund to help protect children in danger.



14

**Writing
tips**



1. Use linking words to connect your ideas.

2. Use capital letters when starting a new sentence.

3. End your sentences with a period. Use appropriate punctuation marks.



D. It is time to write your piece of writing! Don't forget to write an appealing tittle.

[Empty rectangular box for writing a title]

[Large rounded rectangular box with horizontal lines for writing the main text]

E. Use the peer writing checklist to refine your text. Don't forget to choose three partners and give them the copy of this writing checklist, then ask them to answer it and give it back to you.

Author:		Editor	
Title of the piece:			
Yes	No	Characteristics of a good writing	
		The writing has an appealing title	
		The writing is clear and interesting	
		The vocabulary used is related to the topic	
		The author motivates people to be part of voluntary organizations	
		The author connects the piece of writing using some linking words	
		The author used appropriate punctuation marks when necessary	
Give a suggestion to the writer.			

F. It is time to write your final version. Use the feedback given by your peer and write the text again.

6. SELF-ASSESSMENT TASKS (time 5 min)

Self-study guide	Yes, I do	I need to keep trying
I feel connected and comfortable with the topic and the activities presented.		
I feel passionate about the topics because they are related to my life.		
I feel motivated to take responsibility of my own work, because the guide encourages me to try, learn and improve.		
I can give and receive feedback, while developing my guide.		
I feel prepared to develop the activities because the pre-tasks helped me to get ready.		
I like the design, colors and pictures.		
The topic of the guide motivates me to reflect, analyze and encourage others to do voluntary work.		

THIS IS THE END

Congratulations!

It hasn't been easy to arrive at the end of this guide, but your effort and dedication brings you here. Hope you have got the motivation necessary to do voluntary work and contribute to the well-being of others, following the examples presented in this guide.

USEFUL RESOURCES

<https://www.linguee.com/english-spanish/>

<https://learnenglish.britishcouncil.org/english-grammar-reference/past-simple>

ANSWER KEY

1. A

- | | | | | |
|-----------|-------------|-------------|--------------|----------|
| 1. Plants | 2. Clean up | 3. Protect | 4. Take care | 5. Teach |
| 6. Paint | 7. Rubbish | 8. Children | 9. Animals | |

2. C

- | | | | |
|------|------|------|------|
| 1. C | 2. B | 3. C | 4. C |
|------|------|------|------|

3. A

- | | | | | |
|------------|-------------|-----------------|---------|--------------|
| 1. Painted | 2. Has been | 3. Hasn't eaten | 4. Took | 5. Did/raise |
|------------|-------------|-----------------|---------|--------------|

B.

1. Yes, I have/ no I haven't
2. Yes, I have/ no I haven't

C. 1

4. C

1. Two professional circus artists
2. 1997
3. young disadvantaged people
4. To teach young people circus skills so they can earn a living as professional circus performers.
5. Circus companies, amusement parks, on cruise ships and TV shows

ORIENTACIONES FINALES PARA LOS PADRES DE FAMILIA

Ahora que su hijo/a o estudiante a su cargo ha logrado desarrollar las actividades propuestas en esta guía, es momento de conocer cómo fue para ellos este proceso de aprendizaje del inglés mediante esta guía, para lo anterior pueden realizar las siguientes preguntas:

- ✓ De las actividades realizadas, ¿Cuál consideras que aportó mayor aprendizaje tanto en inglés, como en el tema sobre trabajo voluntario o comunitario?
- ✓ ¿Cuál de las actividades trabajadas consideras la más difícil de realizar?
- ✓ ¿Con cuál de las actividades desarrolladas te sentiste más motivado/a?

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