



"BEYOND THE CLASSROOM" ENGLISH SELF-STUDY GUIDE

School	_____	City	_____
Teacher's name	_____		
Student's name	_____		
Grade	11 th	Level	B1

ORIENTACIONES PARA LOS PADRES DE FAMILIA

Señores padres de familia, esta guía de aprendizaje para el trabajo en casa, le permitirá a su hijo o hija aprender vocabulario referente situaciones de conflicto en casa y la escuela, además, lo lleva a reflexionar y a expresar su punto de vista. Igualmente se revisará estructuras gramaticales referentes a la voz pasiva. Las actividades a desarrollar requieren del uso del libro del estudiante "English Please 3" páginas 60 a 62. Se adjunta la página al final.

Actividad 1. **Revisión de vocabulario:** "English Please 11". Module 2. Pag 60.

Actividad 2. **Reading task and writing:** Enfocada a comprensión de lectura y revisión de aspectos gramaticales.

Actividad 3: **Speaking task:** Propone una actividad en la que el estudiante cuenta una situación de conflicto de su entorno real y la cuenta en un video o audio, recreándola con imágenes y haciendo uso del vocabulario, puntos gramaticales Y expresiones dadas en la unidad.

Actividad 4: **SELF-ASSESSMENT TASK: En esta parte el estudiante se autoevalúa.**

Al final del trabajo se encuentran una serie de preguntas para que usted acompañe y verifique los aprendizajes logrados y las dificultades.

Además, se anexa las páginas del libro y algunos enlaces para consultar aspectos gramaticales dados en la unidad.

Todas las actividades de esta guía están basadas en el libro del estudiante English Please 3.

WELCOME TO THIS SELF-STUDY GUIDE

Hello Dear students. **How are you?**

This guide helps you practice the past simple Passive, when vs until and speak about war and conflict.

Remember: You need your book because all the activities are related to the topic of War and conflict presented in **Fast Track, English Please 11**. Student's book, Module 2, Unit 2, (pgs. 60 to 63.)

Topic	Skill(s)	Grammar	Vocabulary	Function(s)
The Human rights and conflicts.	Reading and speaking.	Passive Voice	Conflict and Human Rights.	Using simple passive to discuss about a conflict or dispute.

GET READY		
Study time needed: 1 hour	Resources: ENGLISH PLEASE 3 – STUDENT’S BOOK. <i>English dictionary, notebook.</i>	Textbooks Links: www.colombiaaprende.edu.co/colombia_bilingue .

LEARNING OBJECTIVES	LEARNING STRATEGIES
<ul style="list-style-type: none"> - <i>To read and talk about a conflict or dispute in the classroom, using passive voice.</i> 	<ol style="list-style-type: none"> 1. Read carefully all the instructions for each task. 2. Look at the examples given. They are provided in each of the tasks. 3. Use a free dictionary app to listen to the pronunciation of new vocabulary. 4. Use your prior knowledge and try to infer the meaning. You should not translate word by word. Use your dictionary only if absolutely necessary. 5. Write on your notebook any “new” learning points discovered.

ACTIVITIES

Let's star

"You must be the change you wish to see in the world" Ghandi

1. VOCABULARY ACTIVITY. (20 minutes) Use your book "English please 3". Module 2. Pag 60.

a. Look at the words in the word cloud. How are they connected?



b. Read the definitions and complete the text with the words in the box. Exercise 3.

- 2
- conflict
 - war
 - weapons
 - beliefs
 - disagreement
 - countries
 - oil

(1) _____ is a serious (2) _____ or argument about something.
 It can be between people, groups or (3) _____. It can happen anywhere, for example, at home, at school, in your neighbourhood, city or in any country.
 (4) _____ is a period of fighting between countries or states when (5) _____ are used and people get killed. There can be many causes of war, including religious (6) _____, violations of human rights, or arguments about land or resources, such as (7) _____ or gold.

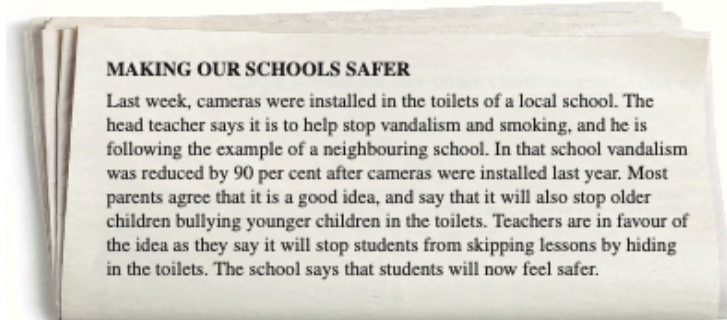
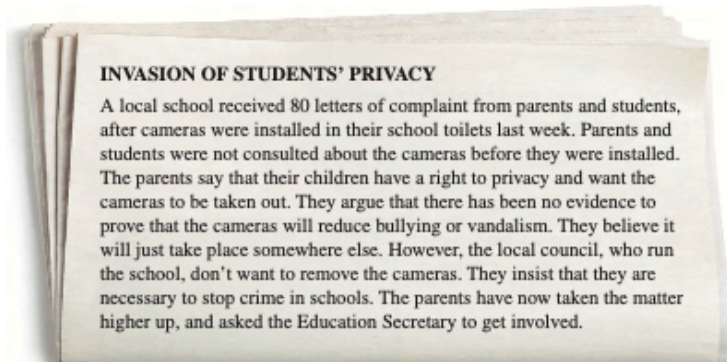
C. Check the pronunciation of these words and repeat. Listen carefully to your teacher pronouncing these words through WhatsApp, and then repeat.



2. **Reading task. (20 minutes)** Open your book again on page 62. Exercise 12.

- a. Read the newspaper articles quickly and answer the questions below. Remember, it is very important to find evidence in the text to support your answers.

3



- b. Find others facts and opinions expressed in the articles. Which of the opinion do you agree with? Give reasons using phrases like: *think, feel, believe, say...*etc.(pag.63)

C. Check grammar: Visit this link for more information about **Passive voice**



Link: <https://youtu.be/wMsjdxCSyi4>

- If you want to say who or what does the action, use by.
- When we don't know, or it's not important who does an action.
- When we don't want to say who does an action.
- When we are interested in the action and not who did the action.

3. **SPEAKING TASKS:** (15 minutes) Use your phone to create a short audio or video about A CONFLICT OR DISPUTE which happened at school. Maximum 30 seconds. These questions help you do your text. (15 minutes)

- Who is involved in the dispute? Do you agree/ disagree with them?
- What is it about?
- Where and when did it happened?
- Why is there a dispute?

4. SELF ASSESSMENT TASK: (5 minutes)

First individually, and then with your group, assess your progress in the self-study guide.

My favourite activity was...	
The most useful words or expressions were...	
I enjoyed learning about...	
I need to practise...	

THIS IS THE END

Congratulations for your activities, you can do great things. Use your book, dictionary and links given to improve your pronunciation and vocabulary. Finally, you have to take care and stay at home. See you soon.

USEFUL RESOURCES

[English please! Student's book 11. Www.colombiaaprende.edu.co. Pages: 54, 60, 62,63.](http://www.colombiaaprende.edu.co)
[Links: https://youtu.be/nkAyggAM1q4d](https://youtu.be/nkAyggAM1q4d)

ANSWER KEY

Key words vocabulary: 1. Conflict 2. Disagreement 3. Countries 4. War 5. Weapons 6. beliefs 7. Oil.

Key words reading task: 14. a. fact b. Opinion

15. Facts: Parents and students were not consulted, The parents have now taken the matter... In that school vandalism was reduce...

16. Students own answer.

ORIENTACIONES FINALES PARA LOS PADRES DE FAMILIA

Estimados padres de familia, una vez su hijo o hija haya terminado esta actividad hágale las siguientes preguntas:

1. ¿Cuál fue la actividad que más le gustó y cuál fue la más difícil?

2. ¿Escuche el video o audio juntos y pregúntele ¿qué tan claro fue el mensaje que envió a sus compañeros?
3. ¿Qué crees que puedes hacer para seguir mejorando y entendiendo cuando alguien le habla en inglés?
4. ¿Cuánto tiempo te tomo desarrollar toda la guía?
5. ¿Qué recursos utilizó para desarrollar la guía?

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LINKS OF IMAGES

1. Ministerio de Educación Nacional (n.d). English, please! 3 Fast Track. Bogotá D.C. – Colombia. Retrieved from www.colombiaaprende.edu.co/colombiabilingue.
2. Ministerio de Educación Nacional (n.d). English, please! 3 Fast Track. Bogotá D.C. – Colombia. Retrieved from www.colombiaaprende.edu.co/colombiabilingue.
3. Ministerio de Educación Nacional (n.d). English, please! 3 Fast Track. Bogotá D.C. – Colombia. Retrieved from www.colombiaaprende.edu.co/colombiabilingue.