

## “BEYOND THE CLASSROOM” ENGLISH SELF-STUDY GUIDE

<b>School</b>	<b>City</b>
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<b>Teacher's name</b>	
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<b>Student's name</b>	
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<b>Grade</b>	<b>Level</b>
11 <sup>th</sup>	B1
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### ORIENTACIONES PARA LOS PADRES DE FAMILIA

Estimados padres de familia, reciban un saludo fraterno.

Conocedores de su compromiso, dedicación y trabajo en equipo, me permito hacer una descripción del trabajo a desarrollar. Esta guía de aprendizaje consta de 4 actividades organizadas de la siguiente manera:

1. Actividad de vocabulario para reconocer palabras dadas en los textos a leer.
2. Actividad de lectura relacionada con roles del hombre y la mujer y equidad de género.
3. Actividad de escritura: Escribirá un texto relacionado con roles y responsabilidades en diferentes espacios y finalmente representará su escrito con una infografía.

### WELCOME TO THIS SELF-STUDY GUIDE

These activities are related to the book English Please! Fast track 11, pages 90 to 97. It presents vocabulary and structures to talk about obligation and responsibilities. First, you will discover some words about it, then you will practice with some examples, and finally, you will describe your roles and responsibilities with **an infographic**. Last but not least, you will also self-assess your work. Are you ready? **Let's go!**

Topic	Skill(s)	Grammar	Vocabulary	Function(s)
Gender Equality	Reading and Writing	Wh questions	Jobs and adjectives	Giving reasons and taking actions towards Gender Equality

## GET READY

<b>Study time needed:</b> 1 hour and 20 minutes	<b>Resources:</b> <i>Dictionary, notebook, cell phone, student book: English Please Fast Track 11<sup>th</sup>.</i>	<b>Textbooks Links:</b> <a href="http://www.colombiaaprende.edu.co/colombiabilingue">www.colombiaaprende.edu.co/colombiabilingue</a>
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LEARNING OBJECTIVES	LEARNING STRATEGIES
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<p><i>What will you learn/practise/reinforce with these activities?</i></p> <ul style="list-style-type: none"> <li>To discuss rules and obligations related to gender.</li> <li>To have a position about Gender Equality and to take action through an infographic.</li> </ul>	<p><i>What can you do to achieve the objectives?</i></p> <ul style="list-style-type: none"> <li>Read the instructions for each task.</li> <li>Use the dictionary only if you need it.</li> <li>You have to try to infer the meaning and don't translate word by word.</li> <li>Take notes about the new learning points.</li> </ul>
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## ACTIVITIES

**1. VOCABULARY TASK:** (15 minutes).

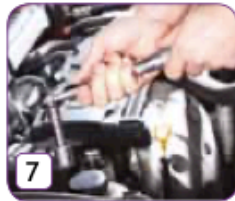
A. Take this short survey before you begin:

What is your dream job?	
Is that job traditionally for men or women?	
Do you consider any job/profession as for "men only" or "women only" job?	



B. Match pictures 1-10 with the jobs in the box.

- 1
- builder
  - doctor
  - hairdresser
  - police officer
  - chef
  - football player
  - mechanic
  - taxi driver
  - cleaner
  - nurse



Now, answer the following questions about the previous activity in your notebook:

1. Do you know anyone who does these jobs? Is it a man or a woman?
2. Are these jobs typically for men or women? Is it fair?

## 2. READING TASK: (20 minutes)

Read the following texts and answer the questions about them:



While other girls her age are having fun in the playground, Lakshmi is hard at work. She gets up early to work on a tea plantation. Families often take their children out of school in India because they need money. Lakshmi dreams of going back to school and her mother is **happy about** that, but everyone must work to provide money for the family. Fortunately, organisations like UNICEF now provide girls' clubs on the plantation to help Lakshmi and her friends go back to school.

3



Nine-year old Razia needs to fight just to receive an education. Many people in Pakistan believe that girls mustn't go to school for cultural reasons. However, Razia is one of the lucky ones. Her parents believe in education and they are **proud of** their daughter. The struggle doesn't end there. Schools in Pakistan also have few facilities such as computers and other equipment so teachers must work hard just to provide a basic education for their students.

a. What are some difficulties these girls (Lakshmi and Razia) have in going to school?	
b. What is similar in the girls' stories?	
c. What is different in the girls' stories?	
d. How do you feel about their stories?	

**3. WRITING TASKS: (40 minutes)**

A. Consider the following cases of "Gender Equality" and try to build a definition bank about that concept. Take a look at the given example:

5



1. Jaime and Rebecca are **happy about** their relationship. They both always decide where they go and what they do together.

6



3. Kelly has just graduated from university with a degree in Mechanical Engineering. Her family is really **proud of** her.



7



4. Jeremy has just become a qualified nurse. He's **pleased with** his job and his pay. All the nurses earn a similar amount.

8

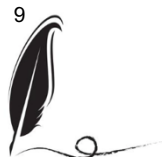


5. Jim is **married to** Mary. They both work and when they come home, they share the household chores like cooking dinner or the washing up.

### My definitions about "Gender Equality"

Case 1	Gender Equality is when men and women have the right to say and decide over what to do in a relationship.
Case 3	
Case 4	
Case 5	



B. Create an infographic about Gender Equality in which you include at least the 3 definitions of that concept from the previous exercise and at least 2 cases (examples) in which you think there is still inequality in our society. What is the most important thing? That you provide possible solutions to those cases of inequality.



#### 4. SELF-ASSESSMENT TASK (5 minutes)

Complete the following exit ticket and share it to your teacher through WhatsApp.

**Write answers to complete the following prompts.**

Exit Ticket	
Three things I learnt today are... <sup>10</sup>	
What I learnt today will help me in the future to... <sup>11</sup>	

#### THIS IS THE END

**This is the end.** Congratulations! I'm glad you got to the end of this guide! Keep it up and continue reading about this amazing topic of Gender Equality. I hope you liked it and hope you learned new vocabulary and important things about the topic.

#### USEFUL RESOURCES

<https://dictionary.cambridge.org/es/diccionario/ingles-espanol/>  
<https://learnenglishteens.britishcouncil.org/topics/gender-equality/term>



## ANSWER KEY

### VOCABULARY TASK

1. Builder
2. Football Player
3. Doctor
4. Cleaner
5. Police Officer
6. Chef
7. Mechanic
8. Doctor
9. Taxi driver
10. Hairdresser

### READING TASK

- A. Lakshmi has to work for her family. Razia lives in a society in which girls mustn't go to school for cultural reasons.
- B. They really want to struggle towards accessing to education.
- C. Lakshmi has economic problems that represent an obstacle to her education. Razia lives a culture in which girls do not have the same rights as men.

## ORIENTACIONES FINALES PARA LOS PADRES DE FAMILIA

Una vez su hijo o hija haya desarrollado las actividades, es el momento para verificar su proceso de aprendizaje, por lo que le recomendamos hacer las siguientes preguntas:

1. ¿Cuál actividad le pareció más compleja y cuál le gustó más? ¿por qué?
2. ¿Tuvo la oportunidad de usar lo que aprendió para el diseño de la infografía relacionada con sus responsabilidades, roles y equidad de género?
3. ¿Cuál actividad le tomó más tiempo?
4. ¿Aprendiste algo nuevo sobre la Equidad de Género?



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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](http://www.colombiaaprende.edu.co/colombiabilingue).
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