



"BEYOND THE CLASSROOM" ENGLISH SELF-STUDY GUIDE

School	_____	City	_____
Teacher's name	_____		
Student's name	_____		
Grade	11 th	Level	A1

ORIENTACIONES PARA LOS PADRES DE FAMILIA

Cordial saludo.

La presente guía tiene como propósito plantear al estudiante actividades que promuevan el desarrollo del pensamiento crítico mediante el análisis de situaciones en contextos reales. Las actividades promueven el fortalecimiento de habilidades de escucha, habla, lectura y escritura en inglés. Se empleó el recurso English Please 3, el cual ha sido descargado por los estudiantes en sus dispositivos; para quienes no fue posible descargarlo, se hizo entrega de los libros disponibles en el colegio. Los audios requeridos se comparten mediante el grupo de whatsapp si no lográs acceder a los links compartidos aquí.

Actividades

- a. Rutina de pensamiento. Esta actividad permite al estudiante expresar sus ideas acerca del tema propuesto.
b. Práctica de escucha y pronunciación del vocabulario en inglés.
c. Ejercicio de completar las frases con la palabra correcta.
- Escritura. Los estudiantes expresarán su punto de vista acerca del tema propuesto.
- Language Task. Los estudiantes observarán un texto, se centrarán en su significado para responder las preguntas y así verificarán su comprensión de algunos conceptos
- Práctica de escucha. Mediante los audios disponibles en la página Colombia Aprende y en el grupo de whatsapp.
- Habilidad de habla en inglés. Los estudiantes compartirán experiencias propias en relación con el tema propuesto.
- Autoevaluación. En el formato los estudiantes evaluarán su proceso en las habilidades descritas anteriormente.

WELCOME TO THIS SELF-STUDY GUIDE

This English self-study guide is focused on the critical thinking development. The activities are related to the topic Wealth and poverty, charitable giving presented in English Please 3 Module 2 Unit 3 Lesson 7. It starts with a thinking routine to explore your previous ideas about the topic. The activities proposed let you strength the four abilities: listening, speaking, reading and writing.



Topic	Skill(s)	Grammar	Vocabulary	Function(s)
Wealth and poverty, charitable giving	Writing Listening Speaking Reading	-Past Simple	Wealth and money	Describing situations in the past

GET READY

Study time needed: 1 hour	Resources: <i>English dictionary, notebook, pencil, mobile phone video camera, sheets of paper, PDF file of English Please Student Book 3 pages 72, 73 and 74. Audios from Colombia Aprende website whatsAapp, portfolio</i>	Textbooks Links: <i>English Please 3 fast track</i>
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LEARNING OBJECTIVES

LEARNING STRATEGIES

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

- To express points of view on daily actions of reconciliation for the construction of peace.
- To infer information from a text.

What can you do to achieve the objectives?

- Think critically about the topic which is part of our reality everywhere.
- Use pictures and tittles to understand new words.
- Use a free dictionary app to listen to the pronunciation of new vocabulary.
- Use the dictionary only if necessary; just when it is difficult to get the meaning from the context.
- Make a list of new words in your portfolio.
- Make a list of ideas about the topic proposed, before writing your first draft.

ACTIVITIES

1. THINKING ROUTINE (10 minutes)

- a. Observe these two pictures and complete the thinking routine. Write two ideas in each section.





I SEE	I THINK	I ASK MYSELF

b. Use Cambridge dictionary to listen and practice the pronunciation of the following words:

earn	money	Private plane	Rich	travel	employee	Clothing
work	factory	Expensive car	Poor	Well-paid	clothes	

c. Complete the sentences with the words in exercise b.

- In the UK you don't pay any _____ until you earn over £10.600
- Waiters and waitresses get very low _____
- Although it is a member of the European Union, Bulgaria is a very _____ country
- Many rich people make their _____ by working hard.
- _____ does not always lead to happiness.
- He must be _____. He has his own private plane.

2. WRITING(10 minutes)

Do you think the people in the pictures have similar lifestyles? What can you say about them? Use your ideas from the thinking routine and the words in the box to help you.



3. LANGUAGE TASK (10 minutes)

Look at this text about Shakira and choose the correct options for the statements.

Colombian singer Shakira is famous for her beauty, hip shaking and her voice, but she also works tirelessly for good causes. When she was just eighteen and starting to make money as a singer, she decided to use that money to create the Barefoot Foundation, named after the children who lived on the streets in her local community. The organisation aims to provide an education for poor and disadvantaged children, with the hope of lifting them out of poverty.

She knows what it is like to have no money as, when she was seven, her father's jewellery business went bankrupt. Her family had to sell a lot of their belongings, including the air conditioner and their television. When she complained to her father about the heat with no air conditioner, her father took her to see the 'barefoot' children, who lived in the dirt, with tattered clothes and bare feet, and she realised that many families had less than they did. This made a lasting impression on her. In April 2004, she was appointed the youngest ever UNICEF Goodwill Ambassador.



TIPS!

-We use **was** with the subjects: He, she, it

-We use **were** with the subjects: I, you, we, they.

1. This text about Shakira is about:
a. The past b. The present c. The future
2. What is the past simple affirmative ending for regular verbs?
3. Do we add: -d/-ed to all verbs?
4. Irregular verbs don't end in -ed. Find the Past Simple form of four irregular verbs in the text. What are their infinitive forms?

5. To make negative sentences in past tense we use _____.



4. LISTENING (10 minutes) [audio 38](#).

4.1 Listen and match the pictures with the corresponding Speaker. (Open your English Please 3 student book on page 73, exercises 4 and 5)

Speaker 1	Speaker 2	Speaker 3	Speaker 4



4.2 Listen again and answer T (true) or False (false)

- a. Speaker 1 missed his train, but he managed to catch a later train.
- b. Speaker 2 stole something from her local supermarket.
- c. Speaker 3 didn't buy a T-shirt because he didn't have any money.
- d. Speaker 4 says that Mark Zuckerberg didn't found Facebook.




5. SPEAKING. (15 minutes) Write about an experience that happened to you. Use the experiences of the Speakers in exercise 4.2 as examples. Answer the following questions to help you:





After answering the questions, record your voice to send it to the WhatsApp group if your teacher asks to do so.

6. CHECK YOUR PERFORMANCE (5 minutes) Mark a tick (✓) according to your process

LET`S REVIEW YOUR PROGRESS	 Very well	 Quite well	 With difficulty
I can describe personal experiences using the past.			
I can follow pronunciation patterns			
I can identify specific information and infer information from a text.			

THIS IS THE END

Congratulations! You did a good job! You used your different skills to talk about experiences in the past and comprehend main ideas in a short conversation. Don't forget to keep on practicing vocabulary about charitable giving.

USEFUL RESOURCES

[English Please 3 fast track](#)

Grammar resource: <https://learnenglish.britishcouncil.org/es/grammar/beginner-to-pre-intermediate/past-continuous-and-past-simple>



ANSWER KEY

Exercise 1 c

Taxes
Salaries
Poor
Fortunes
Wealth
Rich

Exercise 3

1. b
2. -ed
3. No
4. Went: To go, Had: To have, Did: To do, Made: To make
5. Didn't

Exercise 4

4.1 Speaker 1 c, Speaker 2 a, Speaker 3 d, Speaker 4 b

4.2

Answers

aF bF cT dT eT fF gT

ORIENTACIONES FINALES PARA LOS PADRES DE FAMILIA

Ud. Puede fortalecer el proceso adelantado por su hijo (a) ya que el tema propuesto es de opinión y está relacionado con la realidad que se vive en distintos lugares del mundo (riqueza y pobreza y donaciones caritativas). Sería interesante que compartieran puntos de vista en familia.

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Annex English Please! Fast Track! Page 72

Get
Ready!

1. Compare the pictures and discuss in pairs.

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Do you think the people have similar lifestyles?

What can you say about them? Use these words to help you.

- earn
- money
- private plane
- rich
- travel
- employee
- clothing
- work
- factory
- expensive car
- poor
- well-paid
- clothes

Example: *The man in picture 1 probably earns a lot of money.*

The people in picture 2 are working hard.

2. Read the comments. Do you agree / disagree with them?

- a. Rich people should pay high taxes.
- b. Poverty is the cause of most crime.
- c. Rich people are lucky. They get fantastic salaries without contributing to society.
- d. If you help to create wealth you have an obligation to spread it.
- e. The rich are not responsible for the world's problems.
- f. Rich countries are violating the rights of poor countries.
- g. Rich people should share their fortunes with the disadvantaged.
- h. People are poor because they don't work hard.
- i. You don't become rich if you don't deserve it.
- j. We all need to help the poor, not just rich people.
- k. It's not fair that 0.6 percent of the population owns almost 40 percent of the world's wealth.



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Mod

Listen 

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4. Listen and match the speakers with the pictures.



38



5. Listen again and answer T (true) or F (false).

- a. Speaker 1 was arriving at the airport when he saw the little girl begging.
- b. He missed his train, but he managed to catch a later train.
- c. Speaker 2 has two children.
- d. She stole something from her local supermarket.
- e. The children in the factory were making clothes.
- f. Speaker 3 didn't buy a T-shirt because he didn't have any money.
- g. Speaker 4 thinks Mark Zuckerberg is a good role model.

Focus on Language

7. Choose the correct words to complete the rules.

We use the past continuous when we want to talk about actions in progress or continued states in the *past / present*.

We often use *present perfect / the past simple* to say that something happened in the middle of that action, e.g. *I was walking to school when I met my friend*.

8. Choose the correct form.

- a. The boy was waiting for me when I *arrived / was arriving*.
- b. I *was working / worked* at 6 PM yesterday evening.
- c. They *left / were leaving* the house at 10 AM.
- d. Nobody *was watching / watched* the television so I switched it off.
- e. She fell asleep while she *was making / made* the clothes.
- f. The little girl was walking home when she *found / was finding* a £10 note on the floor.

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Say it!

9. Listen to the sentences. Which do you hear?

- 1. a. She's waiting at the train station.
b. She was waiting at the train station.
- 2. a. We're walking to school.
b. We were walking to school.
- 3. a. They're making clothes.
b. They were making clothes.



LINKS OF IMAGENES

1. Ministerio de Educación Nacional (n.d). English, please! 3 Fast Track. Bogotá D.C. – Colombia.P 72. Retrieved from www.colombiaaprende.edu.co/colombiabilingue.
2. Ministerio de Educación Nacional (n.d). English, please! 3 Fast Track. Bogotá D.C. – Colombia.P 74. Retrieved from www.colombiaaprende.edu.co/colombiabilingue.
3. Ministerio de Educación Nacional (n.d). English, please! 3 Fast Track. Bogotá D.C. – Colombia.P 73. Retrieved from www.colombiaaprende.edu.co/colombiabilingue
4. Ministerio de Educación Nacional (n.d). English, please! 3 Fast Track. Bogotá D.C. – Colombia.P 72. Retrieved from www.colombiaaprende.edu.co/colombiabilingue
5. Ministerio de Educación Nacional (n.d). English, please! 3 Fast Track. Bogotá D.C. – Colombia.P 73. Retrieved from www.colombiaaprende.edu.co/colombiabilingue