



"BEYOND THE CLASSROOM" ENGLISH SELF-STUDY GUIDE

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

ORIENTACIONES PARA LOS PADRES DE FAMILIA

Bienvenidos. Esta guía de aprendizaje en casa, se preparó con el fin de proporcionar a su hijo o hija diversas herramientas de aprendizaje ante un tema mundial, con el cual ellos tendrán la posibilidad de conocer vocabulario, aprender estructuras gramaticales y potenciar sus habilidades bajo en desarrollo de diversas actividades. Para el desarrollo de esta guía su hijo o hija debe contar con un tiempo mínimo de una hora. El trabajo aquí descrito se relaciona con la página 56, 57 y 58 del libro del English Please Student's Book 3 el cual podrá encontrar en formato digital en la página de Colombia Aprende. De la misma manera se requiere el conocer y manejar la aplicación *Be the one Challenge* en la cual podrán practicar y aprender de manera divertida. Al final de la guía se expondrán todos los anexos que se requieren.

ACTIVIDAD 1: dos ejercicios de vocabulario los cuales les servirá para apropiarse de las palabras de la lección. (APAREAMIENTO DE IMÁGENES) - (MAPA MENTAL)

ACTIVIDAD 2: Se invita a los educandos a contextualizarse con el tema gramatical visto por medio de un método inductivo en el cual se inician a dar ejemplos de cómo trabajar el *WOULD* y *WOULDN'T*.

ACTIVIDAD 3: READING COMPREHENSION Lectura de la entrevista al doctor MS NORTON y solución de preguntas.

ACTIVIDAD 4 WRITING ACTIVITY: Creación de póster en relación al mundo ideal, haciendo uso de la estructura.

Agradecemos su colaboración y apoyo en el trabajo con los estudiantes, pues de esto se basará el éxito de la guía y el aprendizaje y el desarrollo de habilidades en los estudiantes.

WELCOME TO THIS SELF-STUDY GUIDE

This English self-study guide helps you practise presenting your opinions in written form. All the activities are related to the topic of ideal world presented in English Please Book 3 Module 2 Unit 1 Lesson 3. It starts with some vocabulary revision activities. After that, you have to answer some questions about the language used to write your opinions (Second conditional). Then, you have to read a short text and answer some questions in order to improve your reading skills and end up creating a poster of your ideal world.



Topic	Skill(s)	Grammar	Vocabulary	Function(s)
IDEAL WORLDS	Writing Reading	Modal verb: would / wouldn't	Problems around the world	Talking about imaginary situations

GET READY

Study time needed: 1 Hour	Resources: <i>English dictionary, notebook, pencil, mobile phone paper, PDF file English Please Student Book, game 'Be the 1 challenge.'</i>	Textbooks Links: - https://aprende.colombiaaprende.edu.co/sites/default/files/naspublic/colombiabilingue/ep_sbook/student_ep_3.pdf
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LEARNING OBJECTIVES

LEARNING STRATEGIES

<p><i>What will you learn/practise/reinforce with these activities?</i></p> <ul style="list-style-type: none"> To write about what your ideal world would be like. To practice vocabulary related to people's problems. 	<p><i>What can you do to achieve the objectives?</i></p> <ul style="list-style-type: none"> Read the instructions for each exercise. Pay attention to the examples given. Look up the new words for you and understand their context. Write down the new structures and vocabulary.
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ACTIVITIES

1. Vocabulary Task (15 minutes)

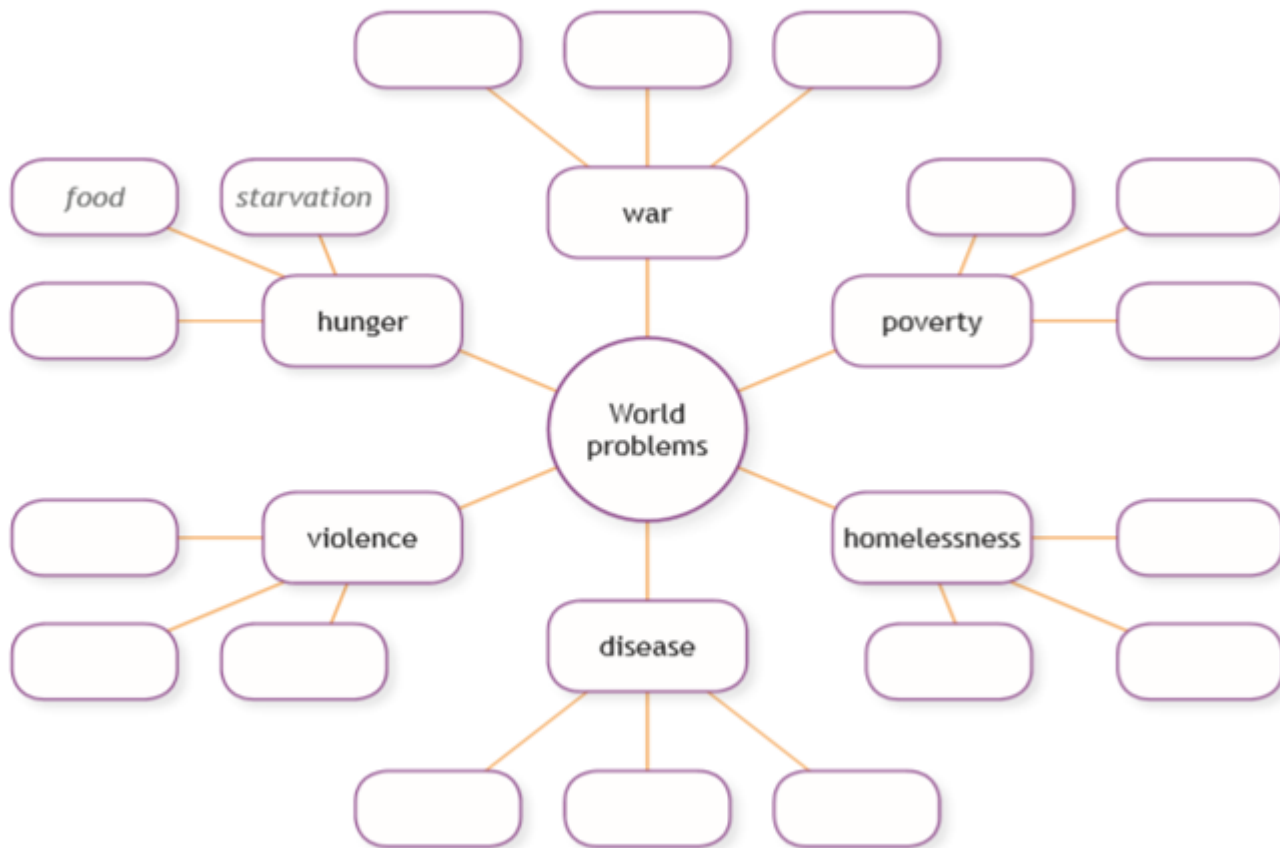
A. Look at the pictures. What problems do these people have? What do they need?





B. Copy and complete the mind map with the words in the box and your own ideas

- | | | | |
|-------------|--------------|------------|---------|
| ▪ food | ▪ medicine | ▪ slums | ▪ crime |
| ▪ money | ▪ houses | ▪ illness | ▪ guns |
| ▪ peace | ▪ fear | ▪ sick | |
| ▪ hospitals | ▪ starvation | ▪ fighting | |



2. FOCUS ON LANGUAGE

1. LANGUAGE TASK (10 minutes) - Study the sentences and answer the questions in your notebook.

- In an ideal world everyone would be safe.
- In an ideal world people wouldn't live on the streets.
- In an ideal world there would be peace.
- In an ideal world there wouldn't be any wars or violence

A. Are they talking about:

- real situations?
- imaginary situations?
- past situations?



B. What verb form do we use after *would* / *wouldn't*?

2. READING TASK (15 minutes) -

- a. Think of your ideal world? According to you, what makes an ideal world?
- b. Open your "English Please Book 3" on page 58, Exercise 8.
- c. Read the interview about Mr. Norton's ideal world.
- d. Answer the questions in you notebook

- Who is the interviewer?
- What does Mr Norton do?
- Why can't all the homeless children stay in the children's home?
- Why can't they build another children's home?
- What two children's rights does Mr Norton mention?
- What would Mr Norton's ideal world be like?

3. ASSESSMENT TASKS (20 minutes)

Create a poster with 5 ideas about your **Ideal World**. You can use images that you can find on the Internet in order to make it more visual. Remember to cite the owner of the images (Copyright).

STEPS	RUBRIC
Create the title (5 minutes)	The poster has a clear title
Paste 5 images (5 minutes)	The poster has images that support your ideas.
Think of your ideas (5 minutes) (5 IDEAS)	The sentences have "would" structure
Write the sentences (5 minutes)	All the students team participated in the creation of the poster

4. EVALUATE YOUR WORK (10 minutes)

Check your progress!	3*		4*		Discuss with your parents, then answer the questions below.
	Very well	Quite well	5*		



I can identify vocabulary related to world wide problems.				How many new words did you learn? _____
I can write my own opinions of my ideal world.				What is your ideal world? _____ _____ _____ _____

THIS IS THE END

Congratulations, you can do great things. Continue practicing the vocabulary about world wide problems, and how to present your ideas or opinions in English. Also, you can check the useful resources. Finally, you can help find solutions to have a better world.

USEFUL RESOURCES

For further practice on vocabulary you should use

- B (the) 1 challenge app; missions 1 - 2

Online English - Spanish dictionaries

- <https://www.wordreference.com/>
- <https://www.lexico.com/definition/global>

Global issues vocabulary

- <https://www.youtube.com/watch?v=dNSE6M9wVLs>

Vocabulary: English Expressions For Global Problems

- <https://www.espressoenglish.net/vocabulary-english-expressions-for-global-problems/>

Grammar - Conditionals

- <https://learnenglishteens.britishcouncil.org/grammar/intermediate-grammar/conditionals>
- <https://www.youtube.com/watch?v=61Oou-WbGfQ>
- <https://www.youtube.com/watch?v=aCM633yN5V4>



ANSWER KEY

1. Vocabulary task:

A. Homelessness and Hunger. They need a home and food.

B.

hunger	food, starvation, illness
war	fighting, crime, guns
poverty	money, slums, unemployment
violence	fear, peace, fighting, crime
disease	hospitals, medicine, illness, sick
homelessness	houses, slums, begging

2. Focus on language

1. Language task:

A.	imaginary situations
B.	the infinitive without to

2. Reading task :

- a. Elena
- b. He works with children in the community.
- c. They don't have enough beds.
- d. They haven't got enough money.
- e. Every child has a right to an education. They have the right to be loved.
- f. All children would know what it's like to have someone who cares about them and loves them.

ORIENTACIONES FINALES PARA LOS PADRES DE FAMILIA

Al terminar las actividades de la guía es indispensable que como padres de familia revisen que todo los ejercicios se hayan realizado con responsabilidad y con el mayor esfuerzo posible, Así mismo verifique que ellos hayan seguido las instrucciones por tal motivo realice las siguientes preguntas:

- ¿Cuál fue la actividad que más te gustó? y ¿por qué?
- ¿Cuál fue la actividad que te pareció más difícil? Y ¿por qué?
- menciona el vocabulario en relación a los problemas del mundo.
- Realice dos oraciones de ¿cómo sería su mundo ideal?
- ¿Cuánto tiempo te tomó desarrollar toda la guía?
- ¿Qué recursos utilizas?



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Example: *Speaker 1 - hunger and starvation*

4. Listen again and complete the gaps with the correct words.

- a. Everyone would have food and _____ .
- b. There would be no need for _____ .
- c. People would have a safe _____ to live in.
- d. Every country would have good _____ .

Focus on Language

5. Study the sentences and answer the questions.

In an ideal world everyone would be safe.
 In an ideal world people wouldn't live on the streets.
 In an ideal world there would be peace.
 In an ideal world there wouldn't be any wars or violence.

- a. Are they talking about:
 - real situations?
 - imaginary situations?
 - past situations?
- b. What verb form do we use after *would / wouldn't*?

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

- | | | |
|-----------|---------|--------|
| ▪ own | ▪ cycle | ▪ go |
| ▪ receive | ▪ be | ▪ live |

In my ideal world ...

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

Write

7. Complete the sentences with your own ideas. Then share your ideas with the class.

- a. In my ideal school, there would be ...
- b. In my ideal neighbourhood, we would have ...
- c. In my ideal country ...





LINKS OF IMAGENES

1. Ministerio de Educación Nacional (n.d). English, please! 3 Fast Track. Bogotá D.C. – Colombia. P. 56 Retrieved from www.colombiaaprende.edu.co/colombiabilingue.
2. Ministerio de Educación Nacional (n.d). English, please! 3 Fast Track. Bogotá D.C. – Colombia. P. 56 Retrieved from www.colombiaaprende.edu.co/colombiabilingue.
3. Image retrieved from <https://pixabay.com/vectors/smiley-face-grin-smile-happy-icon-304270/> with a free for commercial use license.
4. Image retrieved from <https://pixabay.com/vectors/smiley-emoticon-happy-face-icon-1635449/> with a free for commercial use license.
5. Image retrieved from <https://pixabay.com/vectors/smiley-emoticon-undecided-unsure-1635455/> with a free for commercial use license.