



## "BEYOND THE CLASSROOM" ENGLISH SELF-STUDY GUIDE

School

City

Teacher's name

Student's name

Grade

8TH

Level

A2

### ORIENTACIONES PARA LOS PADRES DE FAMILIA

Esta guía de aprendizaje de inglés para el trabajo en casa se preparó con el fin de ayudar a su hijo/hija a revisar gramática sobre los zero and first conditionals , donde aprenderá a expresar sus opiniones y condicionarse en un grado de intensidad además de enriquecer su vocabulario de acuerdo a su nivel. Su hijo/hija deberá dedicar una hora y media para desarrollar la guía. El trabajo se relaciona en la unidad 3 de la guía way to go 8th grade. Disponible en la plataforma Colombia aprende o en internet. Para quienes no tienen acceso a internet se adjunta la página del libro.

Actividad 1 "**Expanding vocabulary**". Tiene 3 puntos A, B y C.

Literal A debe realizar un apareamiento entre las imágenes y los textos .

Literal B debe extraer palabras de los textos, tienen la primera letra y los espacios según el número de letras para poder resolverlo.

Literal C debe completar los espacios en blanco con las frases correspondientes.

Actividad 2 "**Charities' web pages - Reading task**" tiene 3 puntos A, B y C.

Literal A debe leer los textos sobre diferentes fundaciones y encerrar con un círculo lo que cada fundación necesita.

Literal B debe completar unas oraciones teniendo en cuenta la información en rojo que aparece en los textos.

Literal C es un ejercicio de apareamiento donde debe unir el inicio de la oración con su complemento.

Actividad 3 debe crear un poster de alguna de las fundaciones que hay en la guía, debe ser creativo y llamativo además debe incluir unas oraciones en pro al apoyo de esa fundación. Igualmente debe grabar un video con su poster diciendo lo que escribió en él.

Le agradecemos su colaboración en la supervisión del trabajo que realiza su hijo/hija.

### WELCOME TO THIS SELF-STUDY GUIDE

This English self- study guide helps you to practice how to express thoughts in a written way. All the activities are related to the topic fairer world, presented in a way to go student book module 3, unit 3 , lesson 1. It starts with some vocabulary predictions and revisión of activities to compose and write. Then, answer some questions about language following instructions. Zero and first conditional.at the end up writing about foundations in Colombia.



Topic	Skill(s)	Grammar	Vocabulary	Function(s)
Fairer World	Reading, Writing and speaking	First conditional (if . simple present. Will	Adjectives and expressions related to charity	Understand and express facts and opinions  Express conditions

### GET READY

<b>Study time needed:</b>  <b>1 hour</b>	<b>Resources:</b> <i>English dictionary, copies or notebook.pdf file of way to go student book 8.</i>	<b>Textbooks Links:</b> - <a href="http://aprende.colombiaaprende.edu.co/es/node/94010">http://aprende.colombiaaprende.edu.co/es/node/94010</a>
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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"> <li>To practice vocabulary related to a fairer world.</li> <li>To talk about points of view.</li> <li>To talk about emotions and conditions.</li> </ul>	<p><i>What can you do to achieve the objectives?</i></p> <ul style="list-style-type: none"> <li>Read carefully the instruction for each activity</li> <li>Relate pictures and words to predict text meaning.</li> <li>Look at the examples</li> <li>Look at the dictionary for unknown words and use a free dictionary app to practice pronunciation.</li> <li>Write in your notebook all new learning about fairer world vocabulary.</li> </ul>
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## ACTIVITIES

### EXPANDING VOCABULARY (20 minutes)

Reading images also helps you to understand a text.

A. Look at the picture and match it to a number.



**1. Happy Faces, Colombia**  
 'Child abuse is one of the worst problems in the world. Many children are victims of cruelty and abandonment by their parents. If we don't educate our children with love, \_\_\_\_\_ and may become violent. Please help us to help them.'



**2. Food for Africa, UK**  
 'Millions of people in Africa are hungry. They have no food. If we don't provide them with basic food, many will die. If you make a donation today, \_\_\_\_\_ Please help us reduce hunger in Africa.'



**3. Indigenous Roots, Colombia**  
 'Many indigenous groups in Colombia suffer from poverty and illness. Their population is decreasing. If we don't improve their health, \_\_\_\_\_. If we really want a country for all, we need to give native Colombians medical assistance. Please help us.'



**4. Silver Care, USA**  
 'Many elderly people feel abandoned by the younger generation. They live alone, in poverty, without the necessary care. If you help to reduce their isolation, \_\_\_\_\_. Please support our cause.'

B. Find a word that describes people in each text. The first letter and the number of letters of each word are given as a clue.

Text 1 : H \_ \_ \_ \_  
V \_ \_ \_ \_ \_

Text 2: H \_ \_ \_ \_ \_

Text 3: P \_ \_ \_

Text 4: A \_ \_ \_ \_ \_ \_ \_  
A \_ \_ \_ \_

C. There are some spaces in the texts you need to complete with one of the following messages

- a. they will soon disappear
- b. you will help to save lives
- c. you will make their old age happier
- d. they will grow up to be angry



1. CHARITIES' WEB PAGES- READING TASK (30 minutes)

A. Read the charities' web pages. Circle what donations each foundation needs. There is an example.

2\*

**1. Happy Faces**

Home Who we are Help us Contact

Happy Faces is a Colombian charity that has helped abused children in Ibagué since 2000. We help kids who have been victims of parents' cruelty. With our help, children improve their physical and emotional health and social conditions. We accept money books, clothes, toys and blankets. **If you sponsor a child, you will improve their life**, now and in the future. The child you sponsor will send you a 'thank you' letter. If you would like to meet the child you sponsor, we can organize this. Please sponsor a child today.

**3. Indigenous Roots**

Home Who we are Help us Contact

We are a non-governmental organization founded in 1992. We defend the rights of indigenous groups in Colombia. We ask for financial help to provide these native Colombians with food, medicine and clothes. We have mainly supported the Nukaks, who are almost extinct. They live between the Guaviare and Inírida rivers in south-east Colombia. We also help the Guayabero community, located in Guaviare and Meta. There are only 1,118 of them. Help us to help them. **If you give a donation, we will invest it** in the future of these people.

**2. Food for Africa**

Home Who we are Help us Contact

We are a humanitarian organization that has responded to three food crises in the past five years: in West Africa, Sahel and East Africa. A billion people are now hungry in Africa, and child malnutrition has risen over the last ten years. We provide these people with drinking water, food and medical assistance. **If you feed them, they will live to thank you.** Your money can help. Please give what you can.

**4. Silver Care**

Home Who we are Help us Contact

Many elderly people are not only poor, but isolated, and feel that they are abandoned by their children. Our foundation provides food, housing, health care and entertainment for over sixty grandparents. However, we depend on people's donations, such as money, clothes, furniture and food. **If you give these grandparents a little happiness now, they will live** longer and happier lives.

B. Complete the consequence for each text. Use the words in red to help you.

**Happy Faces**

If you help the abused children in Ibague, \_\_\_\_\_

**Indigenous Roots**

If you give food, medicine and clothes to the indigenous people, \_\_\_\_\_

**Food for Africa**

If you help people in Africa, \_\_\_\_\_



**Silver Care**

If you provide money, clothes, furniture and food to the elderly people, \_\_\_\_\_

C. Complete the sentences using information from exercise A. Match the first part of each sentence (1–5) with the endings (a–e).

- |                                    |  |
|------------------------------------|--|
| 1. Indigenous people in Colombia   | a. are poor and feel isolated.           |
| 2. A billion people                | b. in Ibagué since 2000.                 |
| 3. Happy Faces has helped children | c. have happened in the past five years. |
| 4. Three food crises               | d. are very few in number.               |
| 5. Many elderly people             | e. are now hungry in Africa.             |

**Speak up for the ones who can't. Writing and speaking (30 minutes)**

Select one of the previous foundations (Happy faces, Food for Africa, Indigenous roost or Silver Care) and make a poster with the possible donations you can make. Be creative! Complete this sentence and include it in the poster, you can write more than 1 sentence.




**IF YOU HELP THESE PEOPLE,** \_\_\_\_\_

Share your poster with audio (record yourself with the poster and read the sentences) to encourage people to donate.

Tip: Practice your pronunciation or ask your teacher how to pronounce well difficult words. Do not move your cellphone during the recording. After recording the video, watch it and identify something you can make better and do the fun activities.!

**EVALUATE YOUR WORK (10 minutes)**

Check your progress will help you evaluate your work, and check what you need to do to improve . Your english makes for fun activities.

	 3*	 4*	 5*
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I can understand vocabulary related to social problems			
I can understand social campaigns and different situations that			



people are facing.			
I can identify headlines of short texts.			

### THIS IS THE END

Congratulations, you can do great things. Continue learning and practicing new vocabulary. Practice grammar and pronunciation. Continue using links to practice a little more.

### USEFUL RESOURCES

<https://www.wordreference.com/es/translation.asp?tranword=a>

[English and spanish dictionary.](#)

<https://dictionary.cambridge.org/es/diccionario/ingles-espanol/>

[Ways to go 8. Work book 8.](#)

<https://drive.google.com/file/d/11WHC1E99542U204WIA5xxm5VQ3iSN6St/view>

### ANSWER KEY

6\*

#### Answer Key

##### Messages:

1. d 2. b 3. a 4. c

##### Pictures:

2, 1, 4, 3

7\*

#### Answer Key

- a. food, medicine and clothes
- b. money, books, clothes, toys and blankets
- c. drinking water, food and medical assistance
- d. money, clothes, furniture and food

8\*

#### Answer Key

1. d 2. e 3. b 4. c 5. a



9\*

**Extra Activity (15 minutes)**

Students work in small groups and plan a donation journey.

They decide which particular group of people they want to support. Then, they imagine they have a donation box and think about what items to donate. If appropriate, expand this activity by inviting students to actually fill up a donation box for any people in need in their community.

- Students will select one of the charities in the box and do some research about their humanitarian activities.

### ORIENTACIONES FINALES PARA LOS PADRES DE FAMILIA

Una vez haya terminado las actividades por favor verifique su aprendizaje por medio de preguntas como:

¿De que se trató la guía?

¿Cuál fue la actividad que más le gusto? ¿O cuál fue la más difícil de desarrollar? ¿Y por qué?

¿Cuánto tiempo se demoró en resolver la guía?

¿Qué recursos utilizó para desarrollarla?

¿Qué vocabulario aprendió?

### AUTHOR(S)

Name	DORANY CARDONA VALENCIA	JOSE OMAR PINEDA LOAIZA	GILMA LILIANA LOPEZ.
Email	dcanyeye426@gmail.com	jpinedal26@gmail.com	<a href="mailto:machecaixa@hotmail.com">machecaixa@hotmail.com</a> machecisa@gmail.com
School	Santo Domingo SAVio	La Trinidad	Santo Domingo SAVio



ANNEX 1

2. **Read »** Read the charities' web pages. Complete sentences a-d with the donations each charity needs.

10\*

**1. Happy Faces**

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- a. Indigenous Roots needs food, medicine and clothes.
- b. Happy Faces needs \_\_\_\_\_.
- c. Food for Africa needs \_\_\_\_\_.
- d. Silver Care needs \_\_\_\_\_.

3. **Read »** Complete the sentences using information from exercise 2. Match the first part of each sentence (1-5) with the endings (a-e).

- |                                    |  |
|------------------------------------|--|
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| 4. Three food crises               | d. are very few in number.               |
| 5. Many elderly people             | e. are now hungry in Africa.             |

## LINKS OF IMAGENES

1. Ministerio de Educación Nacional (2016). Way to go! 7th Grade. Bogotá D.C. – Colombia. Retrieved from [www.colombiaaprende.edu.co/colombiabilingue](http://www.colombiaaprende.edu.co/colombiabilingue).
2. Ministerio de Educación Nacional (2016). Way to go! 7th Grade. Bogotá D.C. – Colombia. Retrieved from [www.colombiaaprende.edu.co/colombiabilingue](http://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-face-grin-smile-happy-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.
6. Ministerio de Educación Nacional (2016). Way to go! 7th Grade. Bogotá D.C. – Colombia. Retrieved from [www.colombiaaprende.edu.co/colombiabilingue](http://www.colombiaaprende.edu.co/colombiabilingue).
7. Ministerio de Educación Nacional (2016). Way to go! 7th Grade. Bogotá D.C. – Colombia. Retrieved from [www.colombiaaprende.edu.co/colombiabilingue](http://www.colombiaaprende.edu.co/colombiabilingue).
8. Ministerio de Educación Nacional (2016). Way to go! 7th Grade. Bogotá D.C. – Colombia. Retrieved from [www.colombiaaprende.edu.co/colombiabilingue](http://www.colombiaaprende.edu.co/colombiabilingue).
9. Ministerio de Educación Nacional (2016). Way to go! 7th Grade. Bogotá D.C. – Colombia. Retrieved from [www.colombiaaprende.edu.co/colombiabilingue](http://www.colombiaaprende.edu.co/colombiabilingue).
10. Ministerio de Educación Nacional (2016). Way to go! 7th Grade. Bogotá D.C. – Colombia. Retrieved from [www.colombiaaprende.edu.co/colombiabilingue](http://www.colombiaaprende.edu.co/colombiabilingue).