



“BEYOND THE CLASSROOM” ENGLISH SELF-STUDY GUIDE

School _____ City _____
 Teacher’s name _____
 Student’s name _____
 Grade 8 Level A.2.1

ORIENTACIONES PARA LOS PADRES DE FAMILIA

Apreciados padres de familia y/o acudientes,

Agradecemos su compromiso, disposición y colaboración con el trabajo en casa para la educación y preparación de nuestros estudiantes. Esta guía fue realizada tomando como base el libro *Way to Go 7*, Módulo 2, Unidad 3, lección 3 página 76. Para el desarrollo de esta guía, su hijo(a) realizará las siguientes actividades en un tiempo estimado de 1 hora:

- ✓ **Sección 1(vocabulario):** Ejercicio para reconocer palabras relacionadas con el tema central “bullying” y sus clases.
- ✓ **Sección 2(lectura):** En esta actividad se realiza la comprensión de lectura de un texto en inglés sobre las clases de bullying y qué hacer ante esto.
- ✓ **Sección 3(escritura):** En esta sección su hijo(a) usará el vocabulario y estructuras estudiadas en esta guía de aprendizaje, así como también sus conocimientos previos, para hacer un volante informativo en inglés en el cual sugiera o recomiende acciones a realizar en caso de que algún compañero o amigo esté siendo víctima de bullying. El volante será realizado en forma manual o digital y enviado al profesor(a) una vez se haya finalizado.
- ✓ **Sección 4 (autoevaluación):** El estudiante evaluará su aprendizaje a partir de las actividades que desarrolló.

A través de la realización de las actividades propuestas en esta guía, su hijo(a) será más consciente sobre las malas acciones detrás de la práctica del bullying y será capaz de formular sugerencias a través de la estructura aprendida, para aquellos que alguna vez pasen por esta situación.

Así mismo, cada actividad tiene un ejemplo para mayor entendimiento de lo que se necesita realizar; en la parte final se encuentra un listado de recursos adicionales para consultar y practicar la temática. Todas las respuestas correctas de los ejercicios fueron agregadas en la sección “answer key”.

Esperamos contar con su apoyo y supervisión en el desarrollo de estas actividades. En la sección ORIENTACIONES FINALES PARA LOS PADRES DE FAMILIA se encuentran unas preguntas para que formule a su hijo(a) al terminar la guía para confirmar lo aprendido. ¡Agradecemos su gran apoyo!

WELCOME TO THIS SELF-STUDY GUIDE

This English self-study guide helps you learn vocabulary related to bullying and types of bullying. Additionally, this guide helps you give suggestions to people experiencing bullying. The activities in this guide are connected to the reading in Way to Go Student Book 7 Module 2 Unit 3 (page 76). It starts with some vocabulary activities. Then, you must read a text and do some activities about it; then, you will discover how to give suggestions. Finally, you will make an informative flyer giving some suggestions to those experiencing bullying. That flyer will be shared with your teacher and classmates.

Topic	Skill(s)	Grammar	Vocabulary	Function(s)
Saying No! to bullying	Reading and writing	<ul style="list-style-type: none"> Expressions to make suggestions Imperatives 	Bullying-related words, types of bullying	<ul style="list-style-type: none"> Giving suggestions Advising others who experience bullying

GET READY

Study time needed:	Resources: <i>English dictionary, notebook, mobile phone/computer, PDF file of Way to Go Student Book 7.</i>
1 hour	

LEARNING OBJECTIVES LEARNING STRATEGIES

<p><i>What will you learn/practise/reinforce with these activities?</i></p> <ul style="list-style-type: none"> To raise awareness about bullying as a bad practice in society To give suggestions to others who experience bullying. 	<p><i>What can you do to achieve the objectives?</i></p> <ul style="list-style-type: none"> Read the instructions for each task. Look at the examples provided in each activity for you to do your own task. Try to use your previous knowledge to guess the meaning before using the dictionary. In your notebook, make a list of new words learned throughout the guide and make a drawing representing each word. Do some research about the types of bullying to be better informed and do the activities.
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ACTIVITIES

1. VOCABULARY TASKS

a. Write the word inside the clouds next to its correct definition:

Bully **Bullying** **Respect** **Equality**

Respect The value we all should practice on others every day.

_____ A person who intimidates others by using offensive words or physical aggression

_____ Although everyone is different, we should have the same respect for them and give the same

_____ Intimidation, verbal or physical aggression to other people.

b. Match the pictures to the types of bullying:

4. Write» Write recommendations about what to do if you are a victim of bullying (1-6).

1



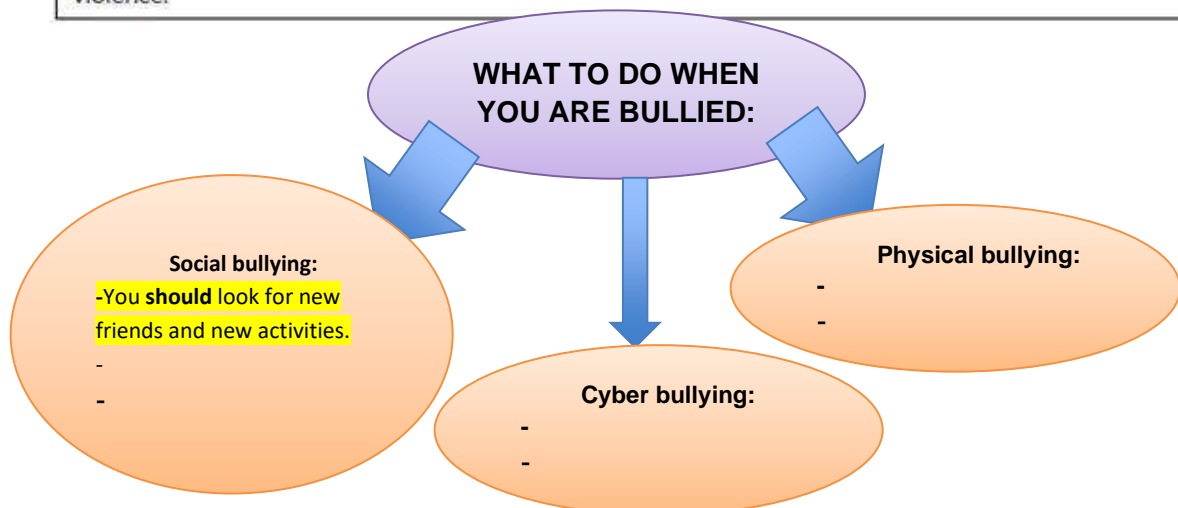
Cyber bullying Social bullying Physical bullying

2. READING TASKS

a. Read the advice about how to respond to bullying and complete the mind map with the recommendations:

2

What to do when you are bullied
 There is no magic spell to stop someone bullying you. But if you are bullied, then you should always keep calm and not respond violently. It also helps if you can identify the type of bullying and act accordingly.
Social Bullying: If you are a victim of social bullying, you should look for new friends and new activities. Doing exercise, for example, helps you to relax. Also remember, you have to tell an adult what is happening to you.
Cyberbullying: Give your parents your passwords for all your social media accounts. Don't post personal information, and be careful who you add or accept as contacts.
Physical Bullying: Stay away from the bully, and talk to your parents and teachers. Never respond with violence.



- b. Based on the previous reading, choose the correct answer a, b or c:
- Although there is no special formula to stop someone bullying you, it is recommended that you:
 - hit the bully
 - stay serene and recognize the kind of bullying.
 - go home and cry.
 - If you ever experience any type of bullying, one thing you should always do is:
 - Invite friends to help you fight for support and information.
 - stay quiet and resist
 - talk to parents and adults
 - When you expose yourself in social networks and have unknown people as friends, you may be victim of:
 - Cyber bullying
 - social bullying
 - physical bullying
 - When you are excluded, rejected and talked behind your back, you may be experiencing:
 - Physical bullying
 - social bullying
 - Cyber bullying

3. LANGUAGE TASKS


a. Read the following bullying situation and the advice given; Then, choose the correct option for the statements:

SITUATION:

Susy

My classmates always talk behind my back criticizing my look. I don't have friends! I feel lonely!

3




ADVICE:

Juan

-You **should** look for new friends.
 - You **shouldn't** feel lonely.
 -You **have to** tell an adult what is happening to you.
 -**Stay** positive and live your life.

4



Hi there!

We use **should** with all subjects: I, you, he, she, it, we, they.

Shouldn't is the short form for **should not**.

We use **have to** with I, you, we, they

We use **has to** with he, she, it

1. The word "should" in Juan's sentence 1 expresses:

- a. A Contradictory sentence **b. A suggestion for something good to do** c. skills you have

2. The word "shouldn't" in sentence 2 refers to:

- a. A recommendation to not do something **b. something good to do** c. An ability

3. The word "have to" in sentence 3 indicates:

- a. An ability to show **b. Something you urgently need to do** c. a trait

4. Sentence 4 indicates another way of giving suggestions starting with:

- a. the infinitive of a verb **b. a preposition** c. should/shouldn't

5. Examples of suggestions with the imperative form of verbs are (circle all that apply):

- a. You must go home
- b. You shouldn't be there
- c. Talk to an adult
- d. You need to find other ways
- e. Stay calm and talk to the teacher

6. To give advice using "should or shouldn't" the correct way is:

- a. should/shouldn't + verb
- b. subject + should/shouldn't + verb
- c. should/shouldn't + verb + subject

b. PRACTICE ACTIVITY

1. Look at the sentences, find the mistakes and correct them

Example: Nobody should to be disrespectful. Nobody should be disrespectful.

- a) Sarah has a problem with her classmates. She should to ask for help. _____
- b) Camilo and Sergio are failing the school year. They has to study harder. _____
- c) Hey Sandra, you shouldn't to say bad words to your classmates! _____
- d) To pay attention to bullying signs! _____

2. Put the following sentences in order

Example: should/disrespectful/nobody/be. Nobody should be disrespectful.

- a) Shouldn't /post/Andrea/picture/Ana's. _____
- b) Michael/talk to/responsible/a/ adult/should. _____
- c) Have to/at/respect/we/school/classmates/our. _____
- d) Let/anybody/don't/you/down/put. _____

4. WRITING TASKS

1. It's your turn to give some advice to people experiencing bullying:

- Think of some suggestions for people or friends experiencing bullying.
- Write down those suggestions using the expressions to give advice learned in this guide.
- Design an informative flyer including a title, the suggestions and a drawing against bullying.
- You can use this informative flyer as a model:





Choose one of these options to design your flyer:

OPTION 1: By hand/manually: Design your flyer using a piece of cardboard or a white sheet. Then, take a picture and send it to your teacher via WhatsApp.

OPTION 2: Digital: using the internet: go to <https://www.canva.com/> choose a template for flyers and design your own. When you finish, send the link to your teacher via WhatsApp.

Before you send the final version of your flyer, check that you have included the following items:

In my flyer, I included:	6	7
	Yes 	Not yet 
1. A tittle.		
2. Suggestions with the expressions learned in this guide.		
3. A drawing against bullying.		

5. SELF-ASSESSMENT TASKS (5 minutes)

Check your progress: discuss with your parents, then answer the questions below:

I can identify vocabulary related to bullying and values.	
Very well	
Quite well	
With difficulty	

I can give suggestions to other students on how to respond to a bullying situation.	
Very well	
Quite well	
With difficulty	

THIS IS THE END

Congrats! You have reached the end of this guide! Now you are more aware of bullying as a bad practice and can give advice/suggestions to people experiencing bullying. You made a wonderful flyer about bullying and helping recommendations to your friends and people in general.

USEFUL RESOURCES

On-line English Spanish dictionary: <https://www.wordreference.com/>
 Practice using should for advice: <https://www.englishexercises.org/makeagame/viewgame.asp?id=1734>
 Practice using the imperatives: <https://www.englishexercises.org/makeagame/viewgame.asp?id=4594>
 Practice using have to/has to: <https://www.englishexercises.org/makeagame/viewgame.asp?id=8969>
 Watch a video about bullying: <https://www.youtube.com/watch?v=I0RZvBUYgnQ>

ANSWER KEY

1. Vocabulary tasks:

a. Respect, bully, equality, bullying

b. 1. Physical bullying 2. Social bullying 3. Cyber bullying 4. Verbal bullying

2. Reading tasks:

a. Cyber bullying: -Give your parents your passwords. -Don't post personal information. -Be careful who you are or accept as contacts.

Physical bullying: -Stay away from the bully. -Talk to your parents. -Never respond with violence.

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

3. Language Tasks:

a. 1. b 2. a 3. b 4. a 5. c, e 6. b

b. Practice activity

1. a. should ask b. have to c. shouldn't say d. Pay attention

2. a. Andrea Shouldn't post Ana's picture. b. Michael should talk to a responsible adult.
c. We have to respect our classmates at school. d. Don't let anybody put you down.

ORIENTACIONES FINALES PARA LOS PADRES DE FAMILIA

Una vez su hijo (a) haya terminado las actividades propuestas en esta guía, por favor hágale las siguientes preguntas que le permitan verificar el proceso de aprendizaje.

- ¿Cuál fue la actividad que más le gustó y cuál fue la que te pareció más difícil?
- Háblame de qué es el bullying y qué tipos de bullying hay.
- Enséñame cómo dar consejos en inglés.
- ¿Cuánto tiempo te tomó para desarrollar la guía?
- ¿Qué recursos utilizaste?

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LINKS OF IMAGES

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