



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

School _____ **City** _____
Teacher’s name _____
Student’s name _____
Grade _____ **9** **Level** _____ **A2**

ORIENTACIONES PARA LOS PADRES DE FAMILIA

Apreciados padres de familia y acudientes.

Esta guía de aprendizaje de inglés para el trabajo en casa se elaboró con el fin de garantizar continuidad y calidad en el desarrollo de los procesos formativos de su hijo o hija. Es por tanto que, está orientada a fortalecer y proporcionar nuevo vocabulario sobre problemáticas sociales que afectan el mundo globalizado. Para el desarrollo de esta guía de aprendizaje autónomo utilizaremos el texto **ENGLISH PLEASE 3** en su **modulo 2 (unit 1 lesson 3)** entre las páginas 56 y 60.

La actividad 1 está orientada a reconocer el vocabulario relacionado con “*world problems*” desde la construcción de un mapa mental, y en el punto b debe leer de manera atenta el listado de palabras y encontrar su correspondiente definición en la columna del frente.

La actividad 2 debe leer la entrevista atentamente y contestar las preguntas

La actividad 3 con base en la oración (condición) planteada contestar las preguntas 1 – 4, en la actividad b debe responder las preguntas formuladas con base en la actividad previa y en la actividad c debe organizar las palabras formando la oración correcta

La actividad 4 escribir un ensayo corto acerca de “Cómo ser buen ciudadano”, se puede utilizar el vocabulario de las actividades 1 y 2

La actividad 5 consiste en una autoevaluación donde su hijo debe responder algunas preguntas basadas en el aprendizaje adquirido.

Es importante tener en cuenta los links anexados en el cuadro “*useful resources*” para que el estudiante profundice y fortalezca el aprendizaje.

Finalmente agradecemos por el acompañamiento prestado en el desarrollo de las actividades.

Importante: al final encontrarán una serie de preguntas que les permitirán analizar sobre la aprehensión del tema.

WELCOME TO THIS SELF-STUDY GUIDE

This self-study guide helps you to strengthen and provide new vocabulary about social troubles using the second conditional as a tool to express some wishes and hopes that they would want to happen in a better world. In this self-study guide we use English Please 3 module 3, unit 1 lesson 2.

Topic	Skill(s)	Grammar	Vocabulary	Function(s)
You can make a difference	Reading and writing	Second conditional	World problems	Write about imaginary or unlikely situations.



GET READY

Study time needed: 1 hour and a half	Resources: Mobile phone, internet, dictionary, pencil, and written instructions and links.	Textbooks Links: https://d3rhaqd7pe5pkw.cloudfront.net/English%20Please/Student%20Book%2011%20B0/ENGLISH_PLEASE_11_STUDENT_BOOK.pdf
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LEARNING OBJECTIVES

LEARNING STRATEGIES

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

- To write a short opinion essay.
- To recognize useful vocabulary about daily citizen problems
- To describe imaginary situations based on the vocabulary given

What can you do to achieve the objectives?

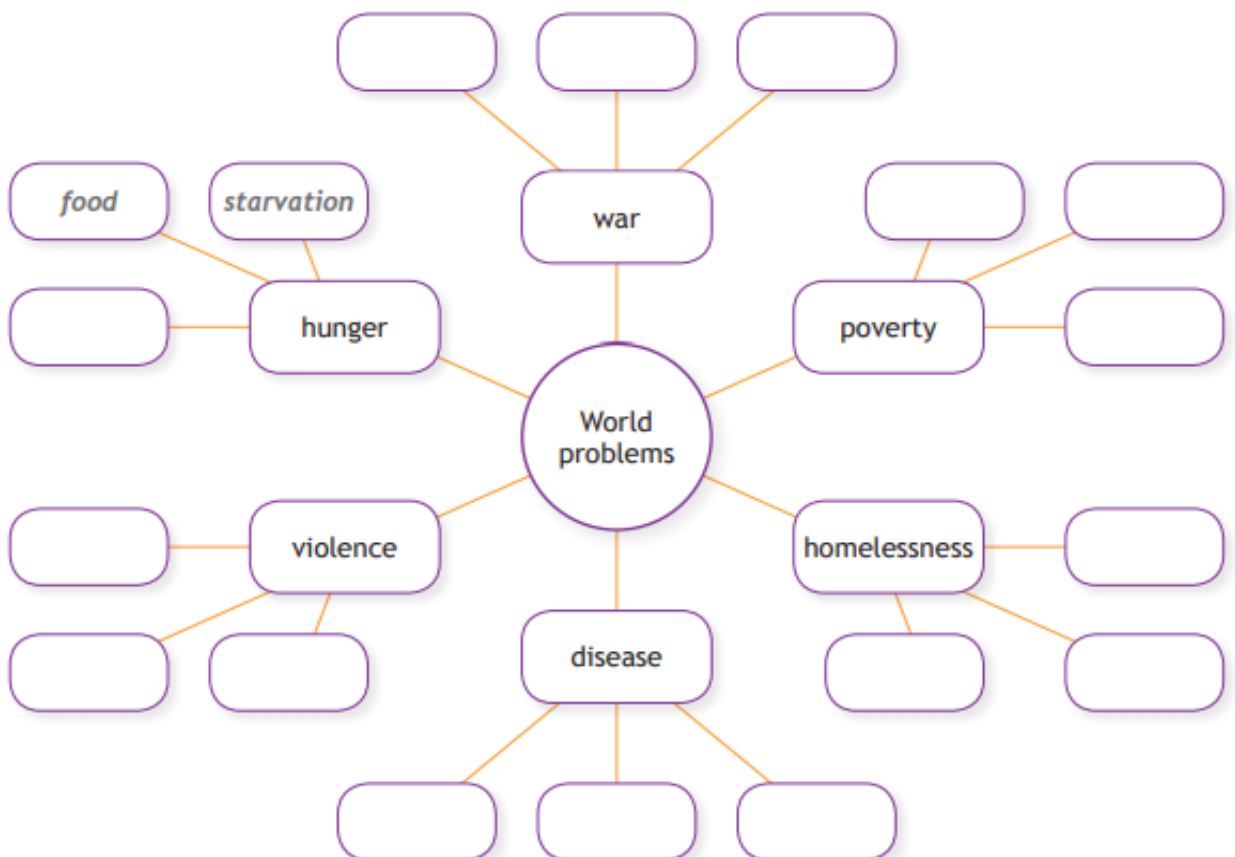
- Use a free dictionary app to listen to the pronunciation of new vocabulary.
- Read carefully the instructions for each activity.
- Watch the explanatory videos in order to understand the topic.
- Write on your notebooks any new vocabulary discovered.
- Read the interview carefully to answer the questions.

ACTIVITIES

1) VOCABULARY TASKS (20 minutes)

a) Copy and complete the mind maps with the words in the box and your own ideas

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





b) Match each word in the left column with its corresponding definition in the right.

1) Gun
2) Crime
3) Illness
4) Slums
5) Starvation
6) Peace
7) Hunger
8) Poverty
9) Fear
10) Disease

- a) A distressing emotion aroused by impending danger, evil, pain, etc.
- b) The state of having little or no money, goods, or means of support.
- c) A run-down or dirty part of a city.
- d) An action considered harmful to the public good and legally prohibited.
- e) A condition of great weakness or death due to lack of food.
- f) Unhealthy condition; poor health; indisposition; sickness.
- g) A weapon consisting of a metal tube from which projectiles are shot by the force of an explosive.
- h) A state of tranquility or serenity.
- i) A disordered or incorrectly functioning organ, part, structure, or system of the body resulting from the effect of genetic or developmental errors, infection, poisons, nutritional deficiency.
- j) A strong need or desire for food.

2) READING TASK (20 minutes)

a) Read to the interview. Then answer the questions

Elena: Good morning, Mr Norton. Thanks for helping me with my article on Our Ideal World.

Mr Norton: Good morning Elena, it's a pleasure.

Elena: Well, I know you do a lot of work with children in the community. What would your ideal world be like for them?

Mr Norton: Well first, it would be a safe place. Many children live in fear for many reasons. In my ideal world, children would be able to live without fear. We'd protect them. There are too many children living on the streets.

Elena: How would you do this?

Mr Norton: Well, if we could, we would find every homeless child a new family, of course. But this is difficult. We have a children's home in our community, where the lucky ones can at least have a bed and food to eat, but we don't have enough beds. If we had more money we'd build another children's home.

Elena: What about education?

Mr Norton: Of course, that's very important. If these children went to school, they would have a better future. Every child has a right to an education.

But above anything else, they have the right to be loved. In my ideal world, all children would know what it is like to have someone who cares about them and loves them.

Elena: Well, that would be a perfect world. Thank you Mr Norton for sharing your ideas with us.



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

3) LANGUAGE TASKS (30 minutes)

a) Based on the following sentence answer questions 1 to 4

If these children went to school, they would have a better future.

- 1) In the main clause we use:
 - a) Will + base
 - b) Past simple
 - c) Would + base
- 2) Select the correct sentence in second conditional
 - a) I will pass the year, if I study a lot.
 - b) If you go to the disco tomorrow, you dance a lot.
 - c) If we had more money, we'd build another children's home.
- 3) Second conditional expresses
 - a) Hypothetical events
 - b) Events that will happen in the future
 - c) It's used to describe a situation that didn't happen, and to imagine the result of this situation.
- 4) What tense do we use in the conditional clause of the second conditional sentence?
 - a) Present tense
 - b) Past tense
 - c) Future tense

b) Concept questions

WATCH OUT!... TIME TO CHECK YOUR ATTENTION...

Answer the following questions with the information from the previous activity.

- 1. Which form do we use in the second conditional? _____
- 2. Does second conditional indicate a hypothetical situation? Why?

- 3. What is the function of the underlined expression in the following sentence? "if we could, we would find every homeless" ? _____



Online English Spanish dictionary

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

English please Student's book

https://aprende.colombiaprende.edu.co/sites/default/files/naspublic/colombiabilingue/ep_sbook/student_ep_3.pdf

Explanation second conditional

https://www.youtube.com/watch?v=VUk8HNut0WA&ab_channel=TeacherPhilEnglish

Global issues vocabulary

https://www.youtube.com/watch?v=j0-2rtsG6Z0&ab_channel=ManjariShuklaVoiceofWorld

ANSWER KEY

1) VOCABULARY TASKS

a)

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.

b)

a) A distressing emotion aroused by impending danger, evil, pain, etc. FEAR

b) The state of having little or no money, goods, or means of support. POVERTY

c) A run-down or dirty part of a city. SLUMS

d) An action considered harmful to the public good and legally prohibited. CRIME

e) A condition of great weakness or death due to lack of food. STARVATION

f) Unhealthy condition; poor health; indisposition; sickness. ILLNESS

g) A weapon consisting of a metal tube from which projectiles are shot by the force of an explosive. GUN

h) A state of tranquility or serenity. PEACE

i) A disordered or incorrectly functioning organ, part, structure, or system of the body resulting from the effect of genetic or developmental errors, infection, poisons, nutritional deficiency. DISEASE

j) A strong need or desire for food. HUNGER

2) READING TASKS

a)

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

3) LANGUAGE TASKS

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

b) 1. We use past simple and would + base verb.

2. Yes, because it is a situation which is not likely to happen or is imaginary.

3. It indicates a possible consequence from a hypothetical situation

c) 1. If there were no guns, there would be less crime.

2. If we had more hospitals in developing countries, fewer people would die.

3. If they built more houses, fewer people would be homeless.

4. If people had clean water, they wouldn't get ill.

5. If people were more tolerant and understanding, they wouldn't fight each other.

ORIENTACIONES FINALES PARA LOS PADRES DE FAMILIA

Una vez su hijo o hija haya terminado las actividades de esta guía disfrutando de su compañía y apoyo, por favor felicítelo(a) y hágale las siguientes preguntas que le permiten verificar el proceso de aprendizaje.

¿Te gustó el tema?

¿Cuál fue la actividad que más te gustó y cuál te tomó más tiempo desarrollar? ¿Por qué?

¿Qué ideas puedes expresar para ser un buen ciudadano?

¿Qué vocabulario aprendiste?

¿Qué recursos utilizaste?

Fortalézcale las habilidades de sus hijos a partir de los conocimientos adquiridos y las actividades realizadas.



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Lesson 3

Focus on Vocabulary

Get Ready!

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



2. Copy and complete the mind maps with the words in the box and your own ideas.

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



Focus on Vocabulary

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Get Ready!

1. Look at the words in the word cloud. How are they connected?



2. Look at the pictures. Answer the questions. Use the words above to help you.



- a. What can you see?
- b. What do you think is happening?
- c. What do the pictures have in common?

3. Read the definitions. Complete the text with the words in the box.

- conflict
- war
- weapons
- beliefs
- disagreement
- countries
- oil

(1) _____ is a serious (2) _____ or argument about something. It can be between people, groups or (3) _____. It can happen anywhere, for example, at home, at school, in your neighbourhood, city or in any country.

(4) _____ is a period of fighting between countries or states when (5) _____ are used and people get killed. There can be many causes of war, including religious (6) _____, violations of human rights, or arguments about land or resources, such as (7) _____ or gold.

Speak

4. Work in pairs. Can you think of any examples of these types of war?

*civil war * guerrilla war * invasion * ethnic conflict * religious war
 Example: *Spanish Civil War (1936 - 1939)*

5. Discuss in groups.

- a. What other wars / conflicts have you learned about in History lessons?
- b. What types of war were they? What were the causes?



LINKS OF IMAGENES

1. Ministerio de Educación Nacional (n.d). English, please! 3 Fast Track. Bogotá D.C. – Colombia. Retrieved from www.colombiaaprende.edu.co/colombiabilingue.
2. Ministerio de Educación Nacional (n.d). English, please! 3 Fast Track. Bogotá D.C. – Colombia. 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.
6. Ministerio de Educación Nacional (n.d). English, please! 3 Fast Track. Bogotá D.C. – Colombia. Retrieved from www.colombiaaprende.edu.co/colombiabilingue.
7. Ministerio de Educación Nacional (n.d). English, please! 3 Fast Track. Bogotá D.C. – Colombia. Retrieved from www.colombiaaprende.edu.co/colombiabilingue.