

“BEYOND THE CLASSROOM” ENGLISH SELF-STUDY GUIDE

School _____ **City** _____

Teacher's name _____

Student's name _____

Grade **10th** **Level** **A1**

ORIENTACIONES PARA LOS PADRES DE FAMILIA

Apreciados padres de familia, en este trabajo sus hijos van a reforzar la estructura gramatical de los imperativos en inglés, van a aumentar su vocabulario con relación al tema del ahorro del agua y darán sugerencias de cómo ahorrar agua en casa. Para ello, van a desarrollar las siguientes actividades:

1. Actividad 1 Vocabulario:
 - a. Completar las frases con las palabras dadas en el cuadro.
 - b. Completar las sugerencias, teniendo en cuenta las frases y el ejemplo dado.
2. Actividad 2 Uso del lenguaje:
 - a. Identificar instrucciones/comandos positivos o negativos
 - b. Observar las oraciones en el ejercicio a. Y responder las preguntas
 - c/d. Usar el imperativo para sugerir a alguien qué hacer y qué no hacer para proteger los recursos naturales.
3. Actividad 3 Reading:
 - a. Relacionar la palabra con la imagen y luego responder la pregunta.
 - b. Leer el texto y responder las preguntas con base en el mismo.
 - c. Identificar problemas, razones y soluciones y clasificarlos en la columna que corresponde.
4. Actividad 4 Writing:
 - a. Escribir al menos 4 oraciones imperativas sobre cómo ahorrar el agua.
 - b. Revisar con el docente las oraciones imperativas del ejercicio anterior y luego realizar un póster con las mismas. Recuerda incluir un título y una imagen en el poster.
5. Actividad 5 Speaking:
 - a. Realizar un video donde comparta la información del póster utilizando el formato dado. Antes de grabar el video, revisar la correcta pronunciación de las palabras por medio del diccionario sugerido o consultando a su docente.
 - b. Enviar el video a su docente a través del medio acordado.

Una vez haya terminado la guía de aprendizaje, recuerde responder la sección de autoevaluación (self-assessment) con honestidad.

WELCOME TO THIS SELF-STUDY GUIDE

This English self-study guide helps you reinforce vocabulary related to saving water and how to use imperatives to give instructions and suggestions through the reading, writing and speaking skills. You will find 5 main activities:

- Activity 1 Vocabulary: Fill in the blanks with the words and phrases given
- Activity 2 Language awareness: Identify and write down statements instructing someone to do and Not to do something in order to protect natural resources.
- Activity 3 Reading: Match the words with the pictures and then read the text and answer some questions. Finally, identify problems, reasons and green solutions by classifying phrases in the corresponding column.
- Activity 4 Writing: Use imperatives to write at least four ideas about saving water and make a poster with them.
- Activity 5: Record a video where you present your poster about tips for saving water.

Once you have finished, do not forget to assess your performance in the self-assessment section.

Topic	Skill(s)	Grammar	Vocabulary	Function(s)
Saving water	Reading (receptive) Writing & Speaking (productive)	The imperatives	fixed expressions to describe daily activities	Giving instructions and suggestions

<p>Study time needed:</p> <p>1 hour</p>	<p>Resources: <i>Notebook, pencil, pen, English dictionary, PDF file of English, Please! Student book 1, WhatsApp, cellphone, headphones or speakers</i></p>
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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 identify literal and inferential information in a text. ● To give instructions and suggestions about saving water. 	<p><i>What can you do to achieve the objectives?</i></p> <ul style="list-style-type: none"> ● Read the given instructions carefully to complete the guide. ● Consider the examples displayed to answer the exercises. ● Use a dictionary for unknown words (If necessary)

- To raise awareness about using water properly.

- Use your prior knowledge to infer the meaning of new words.
- Take notes of useful expressions when giving instructions or suggestions.
- Remember that some words in English are similar to Spanish.
- Use a free app dictionary to listen and practice the pronunciation of unknown words and expressions. I recommend the *Bravolo dictionary*.

ACTIVITIES

1. VOCABULARY (5 min.)

a). Fill in the blanks to complete the phrases. Use the words from the box. There is an example.

plants - kitchen - laundry - toilet - teeth - water - washing up - **fresh water** - shower - tap

- Drink fresh water
- Water the _____
- Flush the _____
- Have a _____
- Do the _____
- Do the _____
- Clean the _____
- Turn off the _____
- Brush your _____
- Save _____

b). Complete the suggestions using the phrases below. There is an example.

use fresh water - save water - waste water - close the tap - **clean the kitchen**

When cooking, clean the kitchen

When brushing your teeth, _____

When watering your lawn, don't _____

When doing the washing up, don't _____

When having a shower, _____

2. LANGUAGE AWARENESS (10 min.)

a). Look at the following statements. Are they positive (+) or negative (-)? Write + or - in front of each statement.

Don't have a long shower ____

Don't pollute the water ____

Turn off the water tap after use ____

Wash fruits and vegetables before eating ____

b). Answer the questions based on exercise A.

Which statements above are telling you to do something? Write them.

Which statements above are telling you Not to do something? Write them.

What word is specifically used to tell you Not to do something? _____

c). Write down two things instructing someone to do something to protect the natural resources. There is an example.

Example: Recycle at home

1. _____ 2. _____

d). Write down two things instructing someone Not to do something to protect the natural resources.

Example: Don't cut trees down.

1. _____ 2. _____

3. READING TASKS (15 min.)

Pre-reading

a). Match the words to the corresponding pictures.

a. pollute

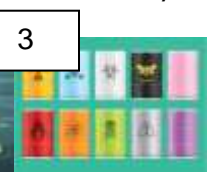
b. reservoir

c. dirty

d. factories

e. chemicals

f. illnesses



1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____

b). What do you use water for?

While-reading

a). Read the article "Don't waste water!" and answer the questions based on the information from the text.

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Don't waste water!

There are 7 billion people on the planet and we need more water than before. 1.1 billion people don't have access to fresh water. Others only have access for part of the year. Pollution from factories and chemicals makes water dirty. Also, climate change means that there is less water now. It rains less, or rain falls at different times. The rain doesn't fill rivers and reservoirs.

If there is no clean water, people drink dirty water instead. This causes illnesses and a lot of people, especially children, die because of this.

What can we do?

If you live in a country with lots of fresh water, you are very lucky! But you can still help to save your country's water.

- Turn off the tap when you are brushing your teeth.
- Don't use fresh water to water your lawn.
- Don't have a bath. Have a shower instead.
- Eat less meat. The meat industry uses a lot of water.

Water is precious! Don't waste it.

(Taken from English Please 1, page 129)

Why do millions of people don't have access to fresh water?

What is the reason for children to die?

Post-reading

2. Classify the phrases in the box in the corresponding column. Is it a problem, a reason or a green solution? There are some examples.

climate change - dirty water - use water properly at home - children get ill - do not pollute water resources - pollution and chemicals from factories - do not throw chemicals into the water - lack of fresh water - polluted water

PROBLEM	REASON	GREEN SOLUTION
Dirty water	Pollution and chemicals from factories	
		Do not pollute water resources

4. WRITING TASKS (15 min.)

a) Write down at least 4 ideas to encourage people to save water. Look at the text you read previously to help you. Also, use positive and negative imperatives and your own ideas.

1. _____
2. _____
3. _____
4. _____

Example: Use rainwater to water the plants.

b) Check your sentences with your teacher. Now, use those ideas to make a poster. Make sure you give it a title and add a picture to it. You can draw or paste the image. Look at the example.

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(Taken from English Please 1, page 131)

5. SPEAKING TASKS (10 min.)

a). Make a video presenting the information you wrote in the poster. Practice the correct pronunciation before recording. You can ask your teacher to help you or check it in the following website <https://text-to-speech.imtranslator.net/> (Look at the screenshot below. Here you can find the explanation given by your teacher).

You can start like this:

Hello, my name is _____. I am in ____ grade and today I'm going to give you some tips about saving water.

(Read the title of your poster)

First...

Second...

Third...

Fourth

And finally,...

Remember, water is precious! Don't waste it!

b). Send the video to your teacher through the means that has been set.






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(Screenshot of the website explaining how to check the pronunciation)

6. SELF-ASSESSMENT TASKS (5 min.)

a) It is time to reflect on what you did. To do it, read the statements carefully and put an X where corresponds.

I can...	Very well 	Quite well 	With difficulty 
<ul style="list-style-type: none"> identify literal and inferential information in a text. 			
<ul style="list-style-type: none"> give instructions and suggestions about saving water 			
<ul style="list-style-type: none"> raise awareness about using water properly 			

b) Now, answer the following questions:

What did you learn after doing this self-study guide?

What activity did you like the most? why?

What was the most difficult activity? why?

What doubts do you have about what you learnt?

If you had to do this learning guide again, what would you do differently and why?

THIS IS THE END

Congratulations! You are doing a great job. Continue practicing vocabulary and the imperative structure to give instructions and suggestions on how to protect our natural resources. Finally, don't forget water is precious!

USEFUL RESOURCES

Online English Spanish dictionary

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

Reading practice

<https://learnenglishteens.britishcouncil.org/uk-now/read-uk/world-water-day>

The imperative practice:

<https://www.english-4u.de/en/grammar/imperative.htm>

Pronunciation practice:

<https://text-to-speech.imtranslator.net/>

ANSWER KEY

1. VOCABULARY

a). Fill in the blanks to complete the phrases. Use the words from the box. There is an example.

1. Drink fresh water
2. Water the plants
3. Flush the toilet
4. Have a shower
5. Do the laundry
6. Do the washing up
7. Clean the kitchen
8. Turn off the tap
9. Brush your teeth
10. Save water

b). Complete the suggestions using the phrases below. There is an example.

When cooking clean the kitchen

When brushing your teeth close the tap

When watering your lawn don't use fresh water

When doing the washing up don't waste water

When having a shower save water

2. LANGUAGE AWARENESS

a). Look at the following statements. Are they positive (+) or negative (-)? Write + or - in front of each statement.

Don't have a long shower (-)

Don't pollute the water (-)

Turn off the water tap after use (+)

Wash fruits and vegetables before eating (+)

b). Answer the questions based on exercise A.

Which statements above are telling you to do something? Write them.

Turn off the water tap after use

Wash fruits and vegetables before eating

Which statements above are telling you Not to do something? Write them.

Don't have a long shower

Don't pollute the water

What word is specifically used to tell you Not to do something? Don't

b). Write down two things instructing someone to do something, in order to protect the natural resources. There is an example.

Example: Recycle at home

*Possible answers:

1. Plant more trees.
2. Use less plastic bags / Use reusable bags.
3. Bike more, drive less.
4. Reduce, reuse and recycle.
5. Raise awareness of the importance of saving water.
6. Save water when watering the plants.

c). Write down two things instructing someone Not to do something, in order to protect the natural resources.

Example: Don't cut trees down.

*Possible answers:

1. Don't throw chemicals into the rivers.
2. Don't cut the trees down.
3. Don't throw trash on the ground.
4. Don't let the lights on.
5. Don't throw everything in the same trashcan. Recycle.

3. READING TASKS

Pre-reading

a). Match the words to the corresponding pictures

1. (d) Factories
2. (a) Pollute
3. (e) Chemicals
4. (b) Reservoir
5. (f) Illnesses
6. (c) Dirty

b). What do you use water for? *Possible answers

I use water for drinking and cooking.

Also for: watering the plants, having a shower every day, washing the bike or the car, flushing the toilet, doing the laundry, etc.

While-reading

a). Read the article "Don't waste water!" and answer the questions based on the information from the text.

Why do millions of people don't have access to fresh water?

Because it rains less due to the climate change and the rain doesn't fill rivers and reservoirs.

What is the reason for children to die?

Children are dying because they get ill by drinking dirty water.

2. Classify the phrases in the box in the corresponding column. Is it a problem, a reason or a green solution? There are some examples.

PROBLEM	REASON	GREEN SOLUTION
<i>Dirty water</i>	<i>pollution and chemicals from factories</i>	Do not throw chemicals into the water
Lack of fresh water	Climate change	Use water properly at home
Children get ill	polluted water	<i>do not pollute water resources</i>

4. WRITING TASKS

a) Write down at least 4 ideas to encourage people to save water. *Possible answers

1. Turn off the taps to save water.
2. Don't pollute the water resources.
3. Have short showers.
4. Use rainwater to flush the toilet.

ORIENTACIONES FINALES PARA LOS PADRES DE FAMILIA

Una vez su hijo o hija haya terminado las actividades de esta guía, por favor hágale las siguientes preguntas que le permiten verificar el proceso de aprendizaje:

- ¿Qué aprendiste después de realizar esta guía?
- ¿Cuál fue la actividad más fácil de desarrollar? ¿Por qué?
- ¿Cuál fue la más difícil de desarrollar? ¿Por qué?
- ¿Cómo crees que podrías mejorar en el desarrollo de una próxima guía?

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