



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

School \_\_\_\_\_

City \_\_\_\_\_

Teacher's name \_\_\_\_\_

Student's name \_\_\_\_\_

Grade \_\_\_\_\_

7th

Level \_\_\_\_\_

A1

### ORIENTACIONES PARA LOS PADRES DE FAMILIA

Señor Padre de familia, esta guía de trabajo tiene como propósito que su hijo(a) repase vocabulario referente a la conservación del agua y pueda hacer recomendaciones para su mejor utilización. El tiempo estipulado para su desarrollo es de 2 horas. Las actividades propuestas fueron adaptadas del Student Book de la Serie Way To Go 7Th grade módulo 3, Unidad 2 página 101, el cual está disponible en la plataforma Colombia Aprende.

**Actividad #1. (Vocabulario)** Está relacionada con el vocabulario básico para desarrollar esta guía. Su hijo(a) debe leer las definiciones y escribir en el crucigrama la palabra correspondiente a esa definición, tal como se muestra en el ejemplo dado.

**Actividad #2. (Lectura)** En esta actividad su hijo(a) encontrará una serie de tips para proteger el agua. Debe leerlos cuidadosamente y desarrollar la actividad 1 respondiendo falso o verdadero según se deduce de estos tips. En la actividad 2 debe escoger entre 4 opciones dadas, para saber si comprendió la lectura.

**Actividad #3. (Escritura)** Esta actividad le permitirá a su hijo entender cómo hacer sugerencias, tips o recomendaciones sobre el consumo adecuado del agua. En la actividad **3.1** debe observar los dos ejemplos dados en las cajas y responder las preguntas que allí se le hacen. **3.2** Leer cuidadosamente la explicación dada y colorear azul si la oración es una sugerencia y rojo si la oración es una recomendación fuerte, tal como lo muestra el ejemplo. **3.3.** En este ejercicio debe identificar los errores en la oración dada y corregirlos según lo aprendido en esta guía.

**Actividad #3.1. (Producción)** Esta actividad lo invita a practicar lo aprendido en esta guía y consiste en crear un póster o dibujo dando algunas sugerencias para proteger el agua. Para ello debe leer los pasos previos para su elaboración y observar el póster presentado como modelo en la lectura: Save the planet...Take care of the water!

**Actividad #3.2** Una vez terminado el poster y verificado que cumple con las recomendaciones dadas debe tomarle una foto y compartirla vía WhatsApp a un compañero de clase y a su profesor.

**Actividad # 4. (Autoevaluación)** Finalmente su hijo debe autoevaluar lo aprendido en esta guía, para ello debe colocar un (  ) en frente del criterio dado y de acuerdo con los avances alcanzados.

Señor Padre de familia, en la parte final encontrará algunas preguntas que le puede hacer a su hijo las cuales le permitirán verificar los avance o dificultades que tuvo para realizar la guía. Para profundizar los temas vistos su hijo podrá acceder a los links que aparecen como orientación para ampliar los conocimientos. ¡Gracias por su acompañamiento permanente!

### WELCOME TO THIS SELF-STUDY GUIDE

In this self-study guide you will find all the activities related to the conservation of the water presented in Way to go, Student book 7 module #3 Unit 2, page 101. We hope that you, as part of solving environmental problems, become aware and change your habits toward the environment and share with your classmates some suggestions about how to save water. This guide allows you to find activities to improve your vocabulary, reading and writing skills. After that, you will demonstrate your understanding by creating a poster giving ideas about water conservation.



Topic	Skill(s)	Grammar	Vocabulary	Function(s)
Water conservation	Reading Writing	Modals: should/shouldn't imperatives	Vocabulary about the environment	Make suggestions and recommendations

### GET READY

<b>Study time needed:</b> 2 hours	<b>Resources:</b> <i>Mobile phone. Dictionary, notebook.</i>	<b>Textbooks Links:</b> Way to Go- Student Book 7. <a href="http://www.colombiaprende.edu.co/colombiabilingue">http://www.colombiaprende.edu.co/colombiabilingue</a>
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### LEARNING OBJECTIVES

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

- To recognise vocabulary about taking care of water.
- To identify specific information in a short text.
- To create a poster to express ideas and suggestions about how to protect the water.

### LEARNING STRATEGIES

What can you do to achieve the objectives?

- Read carefully all the instructions for each task.
- Relate words and visuals.
- Look at the examples given. They are highlighted in different colors.
- Use new words in contexts.
- Use your prior knowledge and try to infer the meaning. You should not translate word by word.
- First, read to understand the main idea, then read to find out specific details focusing on key words.

### VOCABULARY TASK (25 minutes)

**ACTIVITY # 1.** Read the definitions and complete the crossword with the words from the chart below. Use a dictionary to understand the known vocabulary.

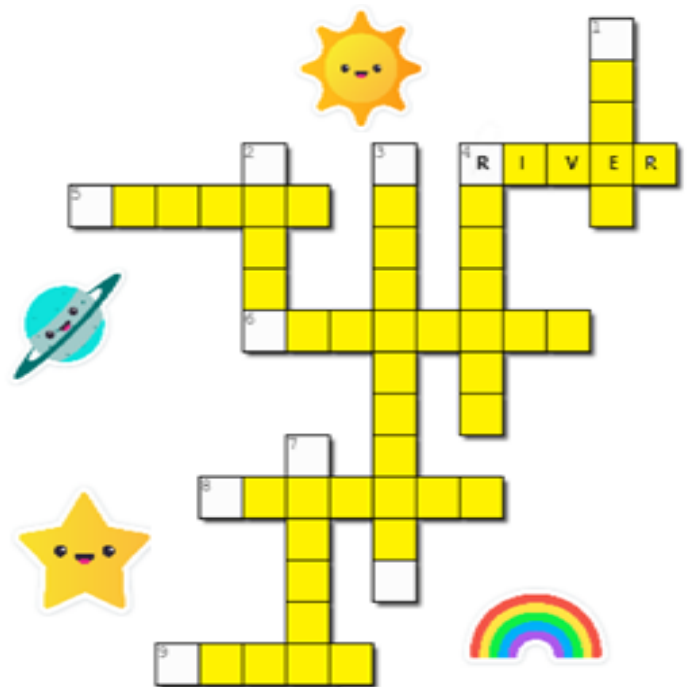
<b>RIVER</b>	-	<b>GLOBAL</b>	-	<b>PLANTS</b>	-	<b>SCARCITY</b>	-	<b>RUBBISH</b>
<b>WATER</b>	-	<b>COLLECT</b>	-	<b>ENVIRONMENT</b>	-	<b>FLUSH</b>	-	<b>HANDS</b>

#### ACROSS

- A long, natural area of water that flows across the land.
- Relating to the whole world.
- It is the opposite of abundance.
- To receive or accumulate something.
- To clean a toilet with a large amount of water.

#### DOWN

- The clear liquid that falls from the sky as rain and it is in seas, lakes and rivers.
- The part of your body on the end of your arm that has fingers.
- The natural world or ecosystem (plants, animals, etc.).
- Things that you throw away because you do not want them.
- It is a vegetable that grows on the soil or water and has leaves and roots. Besides, people use it for decorating.





**READING TASK (20 minutes)**

**Save the planet... Take care of the water!**

**Tips to Save Water**

- a. Collect rainwater to water the plants in your garden.
- b. Only flush the toilet when you need to. And don't throw tissues, etc. in the toilet. Put them in the bin!
- c. Only wash your clothes once a week.
- d. Turn off the water when you wash your hands or face and when you brush your teeth.
- e. Have a quick shower not a bath - five to ten minutes is enough.



**Additional tips:**

- 1. You should reuse the water when you wash clothes in the washing machine
- 2. You should appreciate the value of water and take care of the environment
- 3. You should water the plants with recycled water
- 4. You should reduce your water consumption for washing the dishes
- 5. You should not pollute our rivers with chemicals, plastic bags, and rubbish.

**ACTIVITY # 2.**

**1. Inferential reading.**

**Answer true or false according to the tips to save water"<sup>1</sup>**

- a. People need to create consciousness about the amount of water consumption  true
- b. People don't need to save water to prevent scarcity of freshwater  \_\_\_\_\_
- c. When people spend a lot of time taking a shower, they contribute to save water  \_\_\_\_\_

**2. Literal reading.**

**Choose the correct option to complete the sentence**

A- When you turn the tap off while brushing your teeth you reduce the consumption of:

- Toothpaste
- Time
- energy
- water

B- When you wash your clothes once a week, you don't waste:

- Time
- Soap
- Water
- clothes

<sup>1</sup> Adapted from Student Book Way to Go 7th Grade, Module 3 Unit 2, page 101.

**LANGUAGE TASK: (30 minutes)**

When you want to give suggestions, you can use two forms:

	<p><b>A. Don't waste water! Save water!</b></p>		<p><b>B. You should wash your clothes once a week with a complete load.</b></p>
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**ACTIVITY #3.**

**3.1 Look at the examples A & B in the box and work on these activities:**

- Do you use a subject (you/she/etc.) in both examples? Yes \_\_\_\_\_ NO **X** \_\_\_\_\_
- Tick (✓) the example that is a suggestion. A \_\_\_\_\_ B \_\_\_\_\_
- Tick (✓) the example that is strong advice. A \_\_\_\_\_ B \_\_\_\_\_

**Let's analyse example A:**

- Tick (✓) the verb form we use after "should" a. Past \_\_\_\_\_ b. Infinitive \_\_\_\_\_
- To give suggestions we use this structure: \_\_\_\_\_ + **should** + \_\_\_\_\_

**Let's analyse example B:**

- Circle the correct form: When we give strong advice we **use / don't use** a subject.
- To give strong advice we use this structure:
  - Positive form: \_\_\_\_\_ + \_\_\_\_\_
  - Negative form: \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_

**3.2. Now, let's practice!**

**Read the following sentences and color the circle according to the chart:**

<b>SUGGESTIONS OR RECOMMENDATIONS</b>	<input checked="" type="radio"/>	<b>STRONG ADVICE</b>	<input type="radio"/>
A- You should save water when you wash your hands.	<input type="radio"/>	E- Stop polluting our rivers with plastic bags and bottles.	<input type="radio"/>
B- Don't wash your motorcycle with clean water	<input type="radio"/>	F- You should take short showers every day.	<input type="radio"/>
C- We should wash your hair three times a week.	<input type="radio"/>	G- Plant new trees in your neighborhood to protect our water resources.	<input type="radio"/>
D- Don't throw chemicals, oil, and toxic substances to the sink or toilet.	<input checked="" type="radio"/>		

**3.3- Identify the mistakes in these sentences and correct them in the following spaces. Pay attention to the first example in yellow.**

**EG:** **To** respect our environment! Respect our environment!

You should to turn off the tap when you wash the dishes. \_\_\_\_\_

Don't to be cruel to animals, help them! \_\_\_\_\_

You not should throw pads into the toilet. \_\_\_\_\_




### WRITING TASK (25 minutes)

**Design a poster to give some suggestions to save water. Illustrate it please!**





- 1- Make suggestions as in the example: You should use rainwater for watering the plants.
- 2- Pay attention to the examples given in the reading **Save the planet, take care of the water!**
- 3- You will need a piece of large paper, markers, glue, highlighters, etc.
4. Use pictures from magazines, or the internet according to the topic to illustrate the poster. If you prefer design your poster in: <https://www.canva.com/>
5. Before writing on the poster, write down your ideas you have learned in this guide, then check carefully for spelling, punctuation or grammar mistakes.
6. Take a picture of your poster and send it to at least one classmate and to your teacher, but check your poster taking into account the items in the following chart.

### PEER ASSESSMENT TASK (5 minutes)

Look at the picture of your partner's poster and evaluate it considering the following aspects but remember: **Always try to give constructive feedback and be respectful of your classmate's ideas.**

In my poster I included...		 YES	 NO
appropriate vocabulary related to water conservation.			
images to illustrate water conservation			
useful suggestions to use, reuse and save water using should and imperatives.			
a short and engaging slogan.			

### SELF-ASSESSMENT- CHECK YOUR WORK (5 min)

INDICATORS	SCORE		
	VERY WELL	QUITE WELL	WITH DIFFICULTY
<b>What can I do?</b> <b>Tick the column that best describes how you feel.</b> 			
I can identify vocabulary related to the environment and water conservation.			
I can give suggestions to save water using modals.			
I can understand short texts about water conservation.			
I can give strong recommendations to save water using imperatives.			



## THIS IS THE END

Congratulations my dear student! You did a good job and learnt new vocabulary about the environment and water conservation and you also improved your writing and reading comprehension skills. Now focus your attention on the habits of your family and invite them to reduce the consumption of water. We recommend you to paste your poster in a visible place to make these ideas useful for everyone.

## USEFUL RESOURCES

<https://learnenglishkids.britishcouncil.org/category/topics/environment>

<https://learnenglishkids.britishcouncil.org/en/games/clean-and-green>

<http://esol.britishcouncil.org/content/lerners/grammar-and-vocabulary/english-grammar/imperatives>

### ANSWER KEY

#### VOCABULARY TASK.

Activity 1. Across: 4.river. 5. Global. 6. scarcity. 8. Collect. 9. Flush.  
Down: 1. Water. 2.hands. 3. Environment. 4. Rubbish. 7. Plants.

#### READING TASK:

1. Literal reading: A. True B. False  
2. Inferential Reading: A. True. B. False C. false

#### LANGUAGE TASK:

**3.1.** 1. NO 2.B 3.A 4. B 5. Subject+ should + verb  
6. don't use 7. a. Verb +complement 7b. Don't + verb + complement.  
**3.2** A. Suggestion. B. Order or strong recommendation. C. suggestion.  
D. Order or strong recommendation. E. Order or strong recommendation.  
F. Suggestion. Order or strong recommendation  
**3.3** 1. You should turn off the tap when you wash the dishes.  
2. Don't be cruel to animals, help them! 3. You should not throw pads into the toilet.

## ORIENTACIONES FINALES PARA LOS PADRES DE FAMILIA

Una vez terminada la guía pregúntele a su hijo/a:

- 1- Qué vocabulario nuevo ha aprendido en inglés sobre el medio ambiente y la conservación del agua?
- 2- ¿Cómo puede usted dar una recomendación, sugerencia o un tip?
- 3- Le pareció útil e interesante el tema desarrollado en la guía? ¿Por qué?
- 4- ¿Cuál actividad le pareció más fácil? ¿Cuál más difícil? - ¿Por qué?
- 5- Las indicaciones dadas en la guía para realizar las actividades fueron claras y útiles? ¿Por qué?

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