



"BEYOND THE CLASSROOM" ENGLISH SELF-STUDY GUIDE

School

City

Teacher's name

Student's name

Grade

9th

Level

A2

ORIENTACIONES PARA LOS PADRES DE FAMILIA

Estimados padres de familia y/o acudientes,

Continuamos nuestra labor, apreciamos su compromiso, excelente actitud y trabajo en equipo para el beneficio de nuestros jóvenes. El diseño de esta guía está basado en el libro English, Please! 1, Módulo 4, Unidad 1, Lección 2 (páginas 128, 129 y 130). Para el desarrollo de la misma, su hijo(a) realizará las siguientes actividades en un tiempo estimado de 1 hora:

- Sección 1 (vocabulario): Ejercicios que le permitirán hacerse tener los recursos lingüísticos necesarios para realizar la actividad final y también crear conciencia del buen o mal uso del agua.
- Sección 2 (lectura): Su hijo(a) realizará un proceso de comprensión de lectura de un texto en inglés para generar conciencia del buen uso del agua y también tendrán algunas sugerencias que les serán muy útiles en la vida cotidiana.
- Sección 3 (lenguaje): En esta sección su hijo(a) podrá descubrir las estructuras lingüísticas que ha trabajado en las secciones anteriores y que le serán de mucha ayuda para realizar la actividad de la sección 4.
- Sección 4 (habla): Su hijo(a) empleará el vocabulario y estructuras estudiadas en esta guía de aprendizaje y sus conocimientos previos, para diseñar un poster/afiche en inglés en el cual le diga a la gente qué deben y no deben hacer para cuidar del agua. El poster/afiche será diseñado y el estudiante deberá realizar una grabación en video, haciendo una presentación en Inglés de su afiche y el video será enviado al profesor(a) una vez se haya completado.
- Sección 5 (autoevaluación): El estudiante evaluará su aprendizaje a partir de las actividades que desarrolló.

Así, a través del desarrollo de estas actividades, su hijo(a) mejorará su manejo de vocabulario relacionado con el cuidado del medio ambiente y la estructura en inglés usada para expresar órdenes y, además, logrará familiarizarse con la estructura de la sección de lectura del examen SABER 11, lo cual contribuirá a que se logre un mejor desempeño en el mismo.

Adicionalmente, su hijo(a) cuenta con ejemplos de las actividades, recursos adicionales y las respuestas correctas correspondientes a los ejercicios.

Esperamos que pueda apoyar a su hijo(a) supervisando el desarrollo de las actividades y formulando las preguntas que se encuentran al final de esta guía en la sección **ORIENTACIONES FINALES PARA LOS PADRES DE FAMILIA** a fin de confirmar los aprendizajes que su hijo (a) logró realizar.

¡Mil gracias por su apoyo!



WELCOME TO THIS SELF-STUDY GUIDE

This English self-study guide helps you learn expressions related to the environment and how to take good care of it. All the activities are connected to the reading in English, Please 1 Module 4 Unit 1 Lesson 2 (pages 128, 129 & 130). It starts with some vocabulary activities. Then, you have to read a text and work on some activities about it. After that, you will discover how to tell people what to do and NOT to do. Finally, you will design a poster where you tell people what to do and NOT to do to save water; that poster will be presented to your teacher through a video.

Topic	Skill(s)	Grammar	Vocabulary	Function(s)
Protecting the Earth	Reading and Speaking	Imperatives	Expressions related to the environment and how to take good care of it.	Telling people how to take care of our planet.

GET READY

Study time needed: 1 hour	Resources: English dictionary, notebook, pen or pencil, cardboard, magazines, markers, colour pencils, glue, scissors.	Textbooks Links: English, Please 1! pages 128, 129 and 130.
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LEARNING OBJECTIVES

LEARNING STRATEGIES

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

- To talk about water resources and how we can save water.
- To use the infinitive without "to" to tell someone to do something or don't + infinitive to tell someone not to do something.

What can you do to achieve the objectives?

- Read carefully all the instructions for each task.
- Match expressions to the corresponding picture.
- Read texts and elicit answers.
- Noticing grammar throughout the lesson.



ACTIVITIES

1. VOCABULARY TASKS (10 minutes)

1. Write the correct expression under the corresponding picture.

WASHING the dishes

drink

CLEAN the kitchen

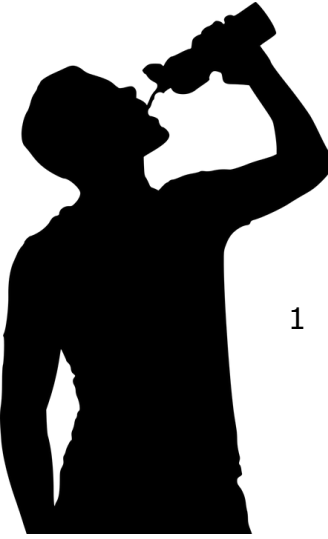







WATER the PLANTS

do the LAUNDRY


TAKE A shower

FLUSH the toilet

PREPARE food

 <p>1</p>	 <p>2</p>	 <p>3</p>	<p>4</p> 
<p>Drink</p>			
<p>5</p> 	<p>6</p> 	 <p>7</p>	<p>8</p> 

2. Organize the expressions from the previous exercise, based on the amount of water used.

<p style="text-align: center;">MORE CONSUMPTION OF WATER</p> <div style="text-align: center;">  <p style="margin-left: 100px;">9</p> <p style="margin-left: 100px;">less consumption of water</p> </div>	<p style="text-align: center;">Do the laundry</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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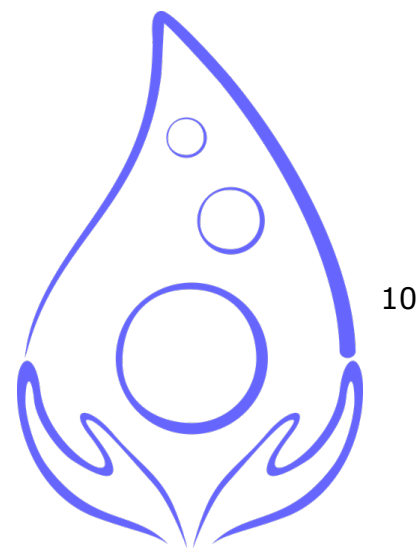
2. READING TASKS (10 minutes)

Read the text and work on the following activities.

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?

11

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.

ADAPTATION TIP FOR THE READING TASK
(This applies to face-to-face classes)

1. Show the class the pictures from the reading, or some pictures related to the topic can be printed, and write the title of the reading on the board.
 2. Ask the students to brainstorm as many ideas or words that come to their minds when they read the title and see the pictures. The students can be asked to write the words or ideas on the board.
 3. Now, the students can read the text and see if their words or ideas match the information presented on the reading.
 4. Now, have the students focused on the words they don't know, and ask them to provide examples, not the definition or translation, using the words they don't know and share the words to the class.
 5. Ask the students to list any ideas about ways of saving water, and list them on the board. Encourage them to use imperatives on their statements.
-
1. Based on the previous reading, decide if the following statements are the true (T) or false (F)?
 - a. There is more water now than before. F
 - b. Climate change affects rivers.
 - c. Some children die because water is dirty.

- d. A bath uses more water than a shower. _____
 e. Producing meat doesn't use much water. _____

2. Match the two halves to make complete sentences.

<p>TURN off the TAP</p> <p>Don't use fresh WATER</p> <p>Don't HAVE A BATH.</p> <p>EAT less meat. HAVE A shower instead.</p>	<p>The MEAT INDUSTRY uses A lot of WATER.</p> <p>to water YOUR LAWN.</p> <p>when you ARE brushing your teeth.</p>
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3. LANGUAGE TASKS (15 minutes)

1. Read the statements in the cloud carefully, then answer the questions 1 to 7. The first one is done for you

Statements

Questions

- a. Do the dishes before going to bed.
- b. Don't use fresh water to water your lawn.
- c. Turn the tap off when you are brushing your teeth.
- d. Don't take a shower for more than twenty minutes.
- e. Eat less meat
- f. Don't have a bath.
- g. Have a shower.
- h. Save water at all times.

1. Are the statements instructions for a person to do something? YES
2. Do we have a subject in these statements? _____
3. Are the statements that begin with *Don't*, suggesting or ordering people NOT to do something? _____
4. What is the form of the verb in each of the statements? _____
5. Are these actions in progress now? _____
6. Which of the statements are instructions to do something? ----- _____
7. Which of the statements are instructions NOT to do something? ----- _____

2. Underline the correct word to complete the sentences.

- a. To tell someone to do something we use the infinitive of the verb **with** / **without** to.
- b. To tell someone *NOT* to do something we use **Do** / **Don't** before the infinitive without to.

3. Write the words in the correct order.

- a. wash / dishes / after / the / dinner / please Wash the dishes after dinner, please.
- b. long / shower / don't / a /take _____

- c. use / cellphone / in / don't / class / your _____
- d. school / call / after / me _____
- e. late / to / go / don't / bed / tonight _____

4. SPEAKING TASK (20 minutes)

a. *Prepare for speaking.*

Write 3 sentences telling people what to do to save water.

1. _____
2. _____
3. _____

Write 3 sentences telling people what NOT to do to waste water.

4. _____
5. _____
6. _____

b. *Use the sentences you wrote on the previous exercise, and start preparing a poster using pictures and your ideas.*

Include in your poster the 6 sentences. Write a very creative title for your poster. Use pictures from magazines or newspapers -or if you want to make your own drawing- to decorate your poster.

This one is just an example:



- c. *Speaking.* Use a cellphone to record yourself. Make a presentation of your poster (no longer than one minute) by telling people how to save water. Make sure your pronunciation is correct and that your voice can be heard in the video.

Choose one of the options here to do your task

OPTION 1: Design your poster, then make a video recording of you presenting the poster, finally, send it to your teacher via WhatsApp.

OPTION 2: Design your poster, then take a picture of it and record a voice note of you presenting the activity. Send the picture and the audio recording to your teacher via WhatsApp.

5. ASSESSMENT TASKS (5 minutes)

Write at least three comments for each aspect. You can use Spanish if you feel more confident.

What went well	What didn't work	What I can do better next time

THIS IS THE END

Congratulations, you have made it to the end! Now you can give instructions to the people and also tell people how to take care of our environment. Also, you created an amazing poster using vocabulary about the environment and expressions to tell people what to do and NOT to do.

USEFUL RESOURCES

Online English Spanish dictionary

<https://www.linguee.com/>

25 Ways to Save Water

<https://www.volusia.org/services/growth-and-resource-management/environmental-management/natural-resources/water-conservation/25-ways-to-save-water.stml>

Exercises on Imperatives

<https://www.liveworksheets.com/mq1080701mp>

<https://www.liveworksheets.com/qj26538ud>

<https://www.liveworksheets.com/ct76046ob>

ANSWER KEY

VOCABULARY TASK

1.

Drink	WATER the PLANTS	FLUSH the toilet	PREPARE food
TAKE A shower	WASH the dishes	Do the LAUNDRY	CLEAN the kitchen

2.

Do the laundry



Water the plants

Flush the toilet

TAKE A shower

Wash the dishes

CLEAN the kitchen

PREPARE food

Drink

VOCABULARY TASK

1. a. F b. T c. T d. T e. F

2.

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.

LANGUAGE TASKS

1.

1. YES
2. NO
3. ORDERING
4. INFINITIVE
5. NO
6. A, C, E, G, H
7. B, D, F

2.

- a. To tell someone to do something we use the infinitive of the verb **with / without** to.
- b. To tell someone *NOT* to do something we use **Do / Don't** before the infinitive without to.

3.

Wash the dishes After dinner, please.

- b. Don't take A long shower.
- c. Don't use your cellphone in class.
- d. CALL me AFTER school.
- e. Don't go to bed late tonight.



ORIENTACIONES FINALES PARA LOS PADRES DE FAMILIA

Una vez su hijo(a) ha desarrollado completamente las actividades (tasks) 1 a 5, es momento de hacer verificación de su proceso de aprendizaje; por tanto, le sugerimos hacer las siguientes preguntas:

1. ¿Cuál fue la actividad que te pareció más compleja /más te gustó? ¿Por qué?
2. ¿Tuviste la oportunidad de usar lo que aprendiste en la guía cuando hiciste el poster/afiche para decirle a la gente lo que deben hacer para ahorrar agua?
3. ¿Pudiste expresar tus ideas y explicar a las personas cómo pueden hacer para no malgastar el agua?
4. ¿Cuánto tiempo te tomó desarrollar la guía?
5. ¿Empleaste algunos de los recursos sugeridos en la sección **USEFUL RESOURCES**?

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