

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

Estimado padre de familia, agradecemos el acompañamiento a su hijo/a en esta difícil situación de confinamiento, la cual requiere que usted lo guíe en crear un espacio de aprendizaje en su casa y lo motive para realizar las actividades propuestas a través de esta guía. La temática específica a desarrollar es la conservación del agua. A través de las siguientes actividades el estudiante podrá expresar eventos rutinarios que hablan sobre el consumo del agua en su hogar, y tomará conciencia de la necesidad de proteger este valioso recurso.

Actividad #1: Está relacionada con el vocabulario, en donde debe observar la imagen y escribir el nombre según las palabras arriba dadas. Observar el ejemplo que está en color fucsia.

Actividad #2: Esta actividad tiene por objetivo que el estudiante desarrolle sus habilidades de comprensión de lectura, para ello se le sugiere el texto "Water is life" el cual fue tomado del Student book del Way to Go 7Th, que nos cuenta de la importancia del agua y sus diferentes usos. Encontrará un ejercicio de lectura literal (información directa) y otro de lectura inferencial (implica deducción e inferencia) el cual debe contestar sí es "Falso o verdadero".

Actividad #3: En esta actividad el estudiante debe preguntar a su familia acerca del porcentaje de gasto de agua en diferentes actividades como cocinar, lavar ropa entre otras y representar en un gráfico circular ese consumo.

Actividad # 4: Esta actividad está encaminada a desarrollar la habilidad de habla. Se sugiere al estudiante grabar un video o un audio en el que exprese el uso de agua para diferentes actividades rutinarias del hogar teniendo en cuenta los datos arrojados en la actividad 3. Una vez terminada su actividad debe compartirla vía WhatsApp con un compañero de clase y evaluar según los criterios dados en la rúbrica.

Al final de la guía encontrará algunas preguntas que le permitirán saber qué tanto aprendió su hijo/a a través de esta guía y si el tema propuesto fue significativo y útil para su vida, la de la familia y la sociedad.

WELCOME TO THIS SELF-STUDY GUIDE

In this guide you will find all the activities related to the water conservation presented in Way to go, Student book 7 module #3. You will become aware of water care and hopefully, change your habits toward the environment and share with your classmates some ideas about the consumption of water at home. In this guide you will find activities to improve your vocabulary, reading and speaking skills. Finally, you will demonstrate your understanding recording a video or audio expressing the water consumption at home.

Topic	Skill(s)	Grammar	Vocabulary	Function(s)
Water conservation	Reading Speaking	Present simple to express habits	Environment	Reporting about factual information



GET READY

Study time needed: 1,5 hour	Resources: Mobile phone. Dictionary, notebook.	Textbooks Links: Way to Go- Student Book 7. http://www.colombiaaprende.edu.co/colombiabilingue
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LEARNING OBJECTIVES

- To recognise environment vocabulary and use it to talk about factual information.
- To improve reading skills by analysing a text that raises awareness of water care.
- To do an oral presentation about water spending habits at home.









LEARNING STRATEGIES

- Read carefully the instructions for each task.
- Use a free dictionary app to listen the pronunciation of new vocabulary.
- Look at the examples given. They are highlighted in **fucsia**.
- Write the meaning of the new words in Spanish in the margins of the page.
- Use your prior knowledge and try to infer the meaning of words /topic.
- Before recording a video or audio, practise the text reading it out loud.

VOCABULARY TASK (15 MINUTES)

ACTIVITY # 1. Write the words under the pictures

WASH THE DISHES	-	FLUSH THE TOILET	-	COOK	-	BRUSH TEETH
TAKE A SHOWER	-	DRINK WATER	-	WATER PLANTS	-	WASH CLOTHES

 1. _____	 2. _____	 3. _____	 4. _____
 5. Water plants	 6. _____	 7. _____	 8. _____

➤ Which other activities do you do every day by using water? Write them here:

READING TASKS (15 MINUTES)

Read the text¹ and work on the activities below:

Water Is Life

Study tip: When you do a reading comprehension, read the questions first. Then read the text quickly and look for the key words or phrases that correspond to the questions. This is called **scanning**.

All living things, humans, plants and animals, need water to survive. People need water for drinking, to produce food, clothing, energy and technology, and we also need water to stay clean and healthy. We use a lot of water, but unfortunately a lot of people haven't learned how to save water and use it efficiently. Did you know that we use more water for showering and washing our clothes than we do for cooking and drinking? Have you forgotten that a third of the world's population doesn't have access to freshwater? We must all learn how to use, share and conserve water.

Tips to Save Water

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

1. Inferential reading.

Answer true or false according to the example given.

- People need to create consciousness about the amount of water consumption True
- Education is an important factor to change scarcity of freshwater
- When people don't change their habits toward the use of water, they contribute to restore and conserve our natural resources.

2. Literal reading.

Choose the correct answer

- All life on Earth needs / doesn't need** water to survive.
- People use water for a **variety of purposes / only one purpose**.
- More / Less** water is used for cooking and drinking than for showering and washing clothes.
- One third / Two thirds** of people have access to freshwater.

SPEAKING TASK (45 minutes)

ACTIVITY # 3

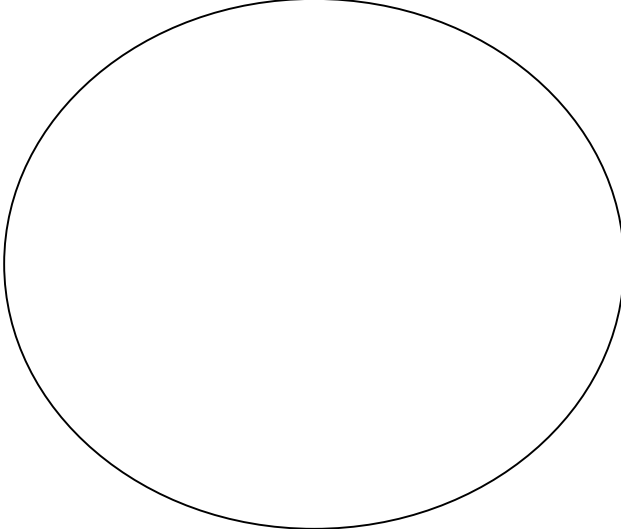
According to the text "Water is life" think about this question: *What do you use water for?*

Talk to your family and complete the pie chart with the amount of water consumption.

Example: I spend 20% of water to take a shower.
My mother uses 30% of water to cook



¹Taken from Way to Go 7-Student book.

MY FAMILY'S WATER CONSUMPTION		
Total amount of water	100%	PIE CHART REPRESENTATION 
To flush the toilet		
To take a shower		
To water the plants		
To drink		
To cook		
To wash the dishes		
To wash your hands and brush your teeth.		
To wash clothes		

Activity # 4

- Prepare a short presentation (video/ audio) about the water consumption in your house. Use the information in the pie chart in the previous exercise.
- You can use the ideas in the practical language box for your presentation.
- When your presentation is ready, make sure you know the correct pronunciation of words. You can check them in this online dictionary <https://dictionary.cambridge.org/es/diccionario/ingles/water> or you can use your own dictionary.

Example: water /'wɔ:..tər/

- To start recording your video or audio, **first** find a quiet location to record it, **then** practise reading your text out loud and **finally** record the video or audio. If you record a video don't forget to speak slowly, use simple language and maintain eye contact.
- Finally, send your video/audio to your teacher and a classmate by WhatsApp.

Practical language

- My presentation is about....
- Today I am going to talk about ...
- For example, we spend _____% of water to _____.
- My mom _____ once a week.
- I discovered that in my family we mostly spend _____% of water to _____.
- We don't use _____, we use _____ to do it.



ASSESSMENT TASKS (15 minutes)





Peer assessment

a. Watch/listen the video or audio your classmate sent you and evaluate it using the information in the table by ticking (✓) yes/ no, but remember: **Always try to give constructive feedback and be respectful of your classmate's ideas.**

Student's name: _____	YES	NO
• Did he/she use appropriate vocabulary related to the water consumption?		
• Was the video/ audio clear and audible?		
• Did the video script meet its intended purpose?		
• Did he/she keep appropriate interaction with the audience ?		

b. Take a picture of the table and send it to your classmate and teacher as evidence of your work.

Self-assessment

What can I do?		VERY WELL 	QUITE WELL 	WITH DIFFICULTY 
I can identify vocabulary related to the uses of water				
I can express in oral or written form water spending habits at home.				
I can understand short texts about water conservation.				

THIS IS THE END

Congratulations dear student, you learnt new vocabulary about the environment and water conservation, improved your writing, reading comprehension and speaking skill. Now, focus your attention in the habits of your family and involve them to reduce the consumption of water.

USEFUL RESOURCES

Games and activities about water consumption

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

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



ANSWER KEY

VOCABULARY TASKS.

Activity #2.

- | | | | |
|-----------------|---------------------|----------------|--------------------|
| 1. wash clothes | 2. Flush the toilet | 3. brush teeth | 4. wash the dishes |
| 5. Water plants | 6. Take a shower | 7. Cook | 8. Drink water |

READING TASKS.

Inferential reading:

B- True C- False

Literal reading:

- b- People use water for a variety of purposes
- c- Less water is used for cooking and drinking than for showering and washing clothes.
- d- One third of people have access to fresh water.

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 la importancia y los usos del agua?
- 2- ¿La guía le permitió entender cómo hacer una presentación oral?
- 3- ¿Le pareció útil e interesante el tema desarrollado en la guía?
- 4- ¿Cuál actividad le pareció más fácil y cuál más difícil?
- 5- ¿En qué actividad nuestra familia gasta más agua y cómo podemos mejorarlo?
- 6- ¿Las recomendaciones dadas le permitieron comprender mejor la lectura sugerida?

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