

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

School	_____	City	_____
Teacher's name	_____		
Student's name	_____		
Grade	9	Level	A1

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 Fast track 9*, Unidad 1, módulo 4, lección 2 páginas 128,129,130,131. Para el desarrollo de la misma, su hijo(a) realizará las siguientes actividades en un tiempo estimado de 1 hora:

- **Sección 1 (vocabulario):** Ejercicio para familiarizarse con acciones que se realizan en casa y en las cuales se necesita el uso del agua.
- **Sección 2 (lectura):** Su hijo(a) realizará un proceso de comprensión de lectura de un texto en inglés sobre el no desperdicio del agua.
- **Sección 3 (gramática):** Su hijo(a) analizará los ejemplos que contienen las estructuras gramaticales y responderá unas preguntas sobre el uso, función y forma.
- **Sección 3 (escritura):** 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 de consejos a sus amigos y familiares sobre las cosas que debe hacer y las que no para ahorrar agua. El poster/afiche será diseñado y enviado al profesor(a) una vez se haya completado.
- **Sección 4 (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 ahorro del agua y la estructura en inglés usada para dar consejos (Imperativos) 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 vocabulary about saving water. All the activities are connected to the reading in English please fast track Student Book 9, unit 1 Module 4 lesson 2 (page 128,129,130,131). It starts with some vocabulary activities. Then, you have to read a text and work on some activities about it, and then you will discover how to give advice to save water. Finally, you will design a poster about giving advice to your friends and relatives to save water; that poster will be shared with your teacher and classmates.



Topic	Skill(s)	Grammar	Vocabulary	Function(s)
Saving Water	Reading/Writing	Imperatives	Using water housework	Giving advice Inviting people to save water.

GET READY

Study time needed:
1 hour

Resources:
English dictionary, notebook, pencil, colors, cellphone, cardboard, craft paper.

Textbooks Links:

- English please Fast-Track 9 pages 128-129- 130-131., Student Book 9.

LEARNING OBJECTIVES

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

- To use vocabulary related to water uses.
- To infer information from a text.
- To invite people to be aware of saving water giving advice.

LEARNING STRATEGIES

What can you do to achieve the objectives?

- Read the instructions for each task.
- Look at the examples given.
- Use a free dictionary app to listen to the pronunciation of new vocabulary.
- Use the dictionary only if necessary. You should not translate word by word.
- Write on your notebook any "new" learning points discovered (in your word bank)
- Use the resources in this guide.

ACTIVITIES

1. VOCABULARY TASKS (10 minutes)

1. Match the expressions with the pictures. Which action do you think uses most water? Look at the example.

EXAMPLE: g. DO THE LAUNDRY

do the washing-up drink clean the kitchen water the plants ~~do the laundry~~
 have a shower flush the toilet prepare food





2. READING TASKS (15 minutes)

- a. Look at the pictures. What can you see? What are the people doing? Why?
- b. Read the text. How many ideas to save water are mentioned? Can you think of anymore?



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.

Glossary

- waste* = desperdiciar
- pollution* = contaminación
- dirty* = sucio/a
- reservoir* = embalse
- turn off the tap* = cerrar el grifo
- brush your teeth* = cepillarse los dientes

Reading Tip

✓ Many words are similar in English and Spanish. What do these words mean?

access, chemicals, climate, industry

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C. Read the text again. Are the statements 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. _____

D. Read the questions and circle the correct answer.

1. How many people don't have access to fresh water?
 - a. 2.1 billion
 - b. 1.1 billion
 - c. 3.1 billion
2. What makes water dirty?
 - a. garbage
 - b. climate change.
 - c. pollution from factories and chemicals.

3. LANGUAGE TASKS (15 minutes)

A. Look at the statement and answer the questions.

" DON'T HAVE A TWENTY-MINUTE SHOWER EVERY DAY."

1. Is it an *order* or a *piece of advice*?
2. Why don't we have a subject in this sentence?
 - a. Because you or an audience are expected to do the action.
 - b. Because nobody is expected to do the action.

B. Look at the statements. Write **ATD for Advice to do something/ **ANT** for Advice not to something.**

- a. Turn off the water while shaving. ATD
- b. Don't use fresh water to water your lawn. ANT
- a. Turn the tap off when you are brushing your teeth. _____
- b. Don't have a twenty-minute shower every day. _____
- c. Eat less meat. _____
- d. Don't have a bath. _____
- e. Have a shower. _____
- f. Save water at all times. _____

C Choose the correct word to complete the sentences.

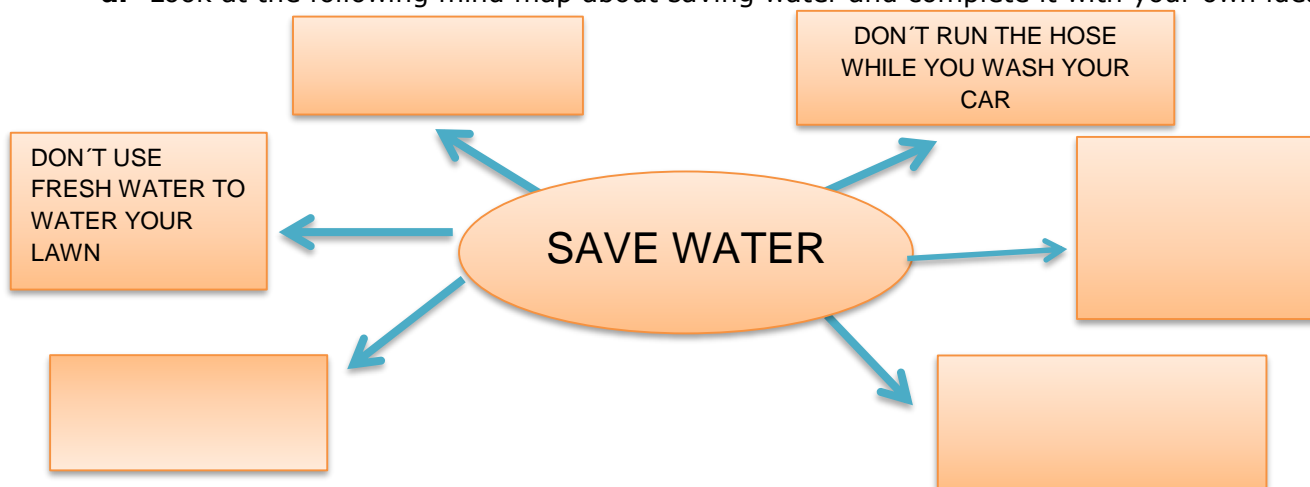
- a. To give someone a piece of advice in affirmative way we use the infinitive of the verb **with / without** to.
- b. To give someone a piece of advice in negative form we use **Do / Don't** before the infinitive without **to**.

D. In your notebook, write the words in the correct order. Look at the example.

1. do / washing-up / after / the / dinner / please. **Do the washing-up after dinner please.**
2. long / shower / don't / a / have
3. run / car / your/ don't / hole / the / your/car/ wash
4. teeth /while / turn off / / water / the / your / brushing

4. WRITING TASKS (15 MINUTES)

a. Look at the following mind map about saving water and complete it with your own ideas.



Make a poster to encourage people to save water. Look at the text on p129 again to help you. Also, use your own ideas.

B. Make a poster to encourage people to save water. Look at the text on p 129 again to help you
You can use this poster as a model.
Choose one of the options here to do your task.



3.

OPTION 1: Just WhatsApp: Design your poster on a piece of cardboard, then, take a picture or scan it and, finally, send it to your teacher via WhatsApp.

OPTION 2: Access to the Internet in your cellphone or on a computer: Access <https://www.canva.com/>, select a template and design your poster. When you finish it, send the link to your teacher via WhatsApp or email.

Before you send the final version of your poster, check that you have included the following items:

In my poster I included...	Yes 🤔 ⁴	No yet 😞 ⁵
Vocabulary about saving water learnt in this guide.		
Images to illustrate one use of water.		
Advice to save water		

5. **SELF –ASSESSMENT TASK** (5 minutes) Tick  the options that shows what you can do.

After finishing this self-study guide, I can...	Great!!  6	Good!!  7	I need more practice.  8	Discuss with your parents, then answer the questions below.
use vocabulary related to water uses.				Which vocabulary about giving advice to save water did you learn?
infer information from a text.				How many correct answers did you have?
invite people to be aware of saving water giving advice in affirmative and negative way.				What pieces of advice did you include?

THIS IS THE END

Congratulations! You have made it to the end! Now you can give your friends and relatives advice to save water. You created an amazing poster using vocabulary about using water housework, expressions to give advice using commands in affirmative and negative way.

USEFUL RESOURCES

Online English Spanish dictionary
<https://dictionary.cambridge.org/es/diccionario/ingles-espanol/>
 For further practice about commands:
<https://learnenglishkids.britishcouncil.org/grammar-practice/imperatives>
 Practice some vocabulary about saving water:
<https://www.teachingenglish.org.uk/sites/teacheng/files/Water%20Uses%20flashcards.pdf>
[https://www.eslprintables.com/vocabulary_worksheets/environment_and_nature/water/The WATER IS SUE Multi activi 947489/](https://www.eslprintables.com/vocabulary_worksheets/environment_and_nature/water/The_WATER_IS_SUE_Multi_activi_947489/)
 Watch these videos to save water
<https://www.youtube.com/watch?v=HlrId2vT-F8>
<https://www.edenproject.com/learn/for-everyone/water-saving-tips>

ANSWER KEY

1. Vocabulary task

- a. drink b. water the plants c. flush the toilet d. prepare food. E. have a shower
 f. do the washing-up g. do the laundry h. clean the kitchen

2. READING TASK

- A. What can you see? What are the people doing? why?
 A dry river bed/ A boy collecting water in bottles / Two women on their way to collect water



B. How many ideas to save water are mentioned? Can you think of anymore?

1. Turn off the tap when you are brushing your teeth.
2. Don't use fresh water to water your lawn.
3. Don't have a bath. Have a shower instead.
4. Eat less meat.

C. Read the text again:

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

- D. 1. b 2. c

3. LANGUAGE TASK:

- A 1. It's a piece of advice
2. a

b) Look at the statements

- ATD: a, c, e, g, h / ANT: b, d, f

c) Choose the correct word to complete the sentences. a. without b. Don't
D). write the words in the correct order

2. Don't have a long shower
3. Don't run the hose while you wash your car.
4. Turn off the water while brushing your teeth.

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 dar consejos a tus amigos y familiares para ahorrar agua.
3. Pudiste dar consejos a tus amigos y familiares usando comandos para despertar conciencia en el ahorro del agua?
4. ¿Cuánto tiempo te tomó desarrollar la guía?
5. ¿Empleaste algunos de los recursos sugeridos en la sección USEFUL RESOURCES?

AUTHOR(S)

Name	DIANA MARCELA RODRIGUEZ	MARITZA CARDOZO ORTIGOZA	
Email	Dianam1224@yahoo.es	cardozomaritza@yahoo.es	
School	I.E. Riomanso, Rovira – Tolima	I.E.T Sumapaz Melgar-Tolima	

LINKS OF IMAGES

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