

## “BEYOND THE CLASSROOM” ENGLISH SELF-STUDY GUIDE

School	_____	City	_____
Teacher's name	_____		
Student's name	_____		
Grade	9	Level	A2

### ORIENTACIONES PARA LOS PADRES DE FAMILIA

Señores padres de familia, es importante que su hijo/hija continúe con el proceso de aprendizaje de la lengua extranjera- inglés en casa, de una manera fácil y divertida. La unidad es sobre desastres naturales. La guía cuenta con 4 habilidades del idioma extranjero y una tarea relacionada con el vocabulario.

**La actividad 1:** son dos ejercicios. En la primera parte el/la estudiante debe buscar el vocabulario sobre los desastres naturales en la sopa de letras usando el banco de vocabulario (word bank), el cual debe completarlo con algunas consonantes y vocales que hacen falta. El siguiente ejercicio el/la estudiante debe escribir el nombre del desastre natural en cada una de las imágenes.

**La actividad 2:** en la habilidad lectora (reading), El/la estudiante debe responder las cuatro preguntas de opción múltiple a, b, c. La segunda actividad basada en la misma lectura debe responder Falso o Verdadero a los enunciados el/la estudiante deberá demostrar que maneja el vocabulario visto en esta guía. En la tercera actividad deberán describir en presente continuo que está sucediendo en la imagen, usando el ejemplo dado como guía para desarrollar la actividad.

**La actividad 3:** El tercer ejercicio es para reforzar la habilidad auditiva (listening). El/la estudiante debe desarrollar dos ejercicios. El primero, el/la estudiante puede escuchar el audio # 96 y unir el vocabulario dado con las imágenes de acuerdo con lo que mencionan en el audio. En el punto dos, la/el estudiante debe escuchar nuevamente el audio # 96 y completar los espacios en blanco con las palabras en gerundio con **ING** dadas.

**La actividad 4:** En la habilidad de escritura (Writing), el/la estudiante debe describir qué sucede en un terremoto y qué se debe hacer ante esta situación.

**La actividad 5:** En la habilidad de habla (speaking), el/la estudiante deberá demostrar lo que ha aprendido del vocabulario visto en esta guía, describiendo qué se debe hacer en caso de un terremoto y realizar un dibujo de este. También, debe hacer una grabación o un video hablando sobre las medidas que se deben tomar en caso de un terremoto. Primero debe presentarse con su nombre y luego hacer la descripción.

Al final de la guía pueden encontrar las respuestas correctas para que el/la estudiante verifique y se autoevalúe. También, encontrarán links de otras páginas como recursos adicionales. Le recomendamos acompañar a su hijo/hija en el proceso de aprendizaje, por lo tanto, deberá ayudar a responder al final las preguntas relacionadas a la guía de trabajo.

## WELCOME TO THIS SELF-STUDY GUIDE

This English self-study guide helps you to practice natural disasters vocabulary. In addition, you can reinforce reading, listening, writing and speaking skills and pragmatic competence. These activities are taken from “*English Please.St.9<sup>th</sup>* , unit 2 lesson 5”. It starts with two revision vocabulary activities about the most common natural disasters vocabulary. In the first activity, you will look for natural disaster’s vocabulary in the crossword, then write the vocabulary above the picture.

In the Reading task, you read the text and answer the four multiple choice questions and choose the correct option. (Icfes test). Then, you must read the text again and answer True or False in the sentences given.

For the language task, you must write a short description about what is happening in the five pictures given. Use your notebook and write down your answers.

In the Listening task, you will listen to a conversation and match the words above the pictures according to the audio given. Then, you must listen to a conversation and complete the sentences with missing words given.

In the writing task, you should describe what happens during an earthquake. And, what can you do in case of an earthquake?

Finally, you should make a recording or video describing what to do in case of an earthquake. Record your video using an application-WhatsApp or cellphones. When you finish the activity, send me the pictures of the activities and the audio or video. If you have questions, please text me or call me.

Topic	Skill(s)	Grammar	Vocabulary	Function(s)
Natural disasters	Listening Speaking Reading Writing	Present Continuous	Natural Disasters	Identifying and giving information about natural disasters. Expressing what to do in case of an earthquake.

## GET READY

**Study time needed:** **Resources:** Computer desk, laptop or cellphone or cd player, dictionary, Book, pens, notebooks.  
Student book *English Please.St.9<sup>th</sup>* , unit 2 lesson 5.

**2 hours**

LEARNING OBJECTIVES	LEARNING STRATEGIES
<p><i>What will you learn/practice/reinforce with these activities?</i></p> <ul style="list-style-type: none"> <li>● To recognize vocabulary about natural disasters.</li> <li>● To identify specific information about natural disasters vocabulary mentioned in a spoken dialogue (listening for specific information)</li> <li>● Be confident during an explanation about what to do in case of an earthquake.</li> </ul>	<p><i>What can you do to achieve the objectives?</i></p> <ul style="list-style-type: none"> <li>● Read the instructions for each task.</li> <li>● Make a glossary of new words in your notebook.</li> <li>● Use the dictionary offline to listen to the pronunciation of the new vocabulary.</li> <li>● Use the dictionary or translator only if it is necessary. Use your background.</li> <li>● Try to understand the main idea. It is not a good idea to translate word by word.</li> <li>● Write and draw the new vocabulary in your notebook.</li> <li>● Color key words or apply the coding strategy.</li> </ul>

## ACTIVITIES

### 1. VOCABULARY TASKS

A. Look for the vocabulary in the crossword and complete the words in the box below.

E\_r\_h\_u\_ke    H\_rr\_c\_ne    Fl\_\_ \_d    La\_dsl\_de    Avala\_\_che    Volc\_no

H	B	K	W	M	C	B	J	E	L	H	N	C	M	D
X	G	F	V	T	L	M	N	A	Z	O	B	K	Z	I
W	V	I	I	N	B	A	N	O	U	F	G	E	H	R
S	X	J	Z	V	C	D	W	K	N	B	L	R	O	W
V	I	V	F	I	S	M	C	F	S	A	B	O	R	R
I	U	S	R	L	G	P	F	O	A	E	C	H	O	E
U	O	R	I	U	P	X	A	D	I	D	T	L	F	D
L	U	D	R	A	E	U	M	L	E	K	J	U	O	B
H	E	V	O	V	H	D	X	Z	C	E	E	Z	J	V
C	D	G	A	E	H	C	N	A	L	A	V	A	F	L
E	A	R	T	H	Q	U	A	K	E	V	M	A	A	R
I	M	X	H	F	K	I	A	W	A	N	B	M	T	C
A	S	V	H	M	G	C	B	A	B	F	F	G	E	T
N	J	G	R	I	Z	D	Q	X	E	Y	C	D	Z	F
I	K	D	Y	L	S	O	N	L	G	B	K	R	C	M



B. Write the previous vocabulary under the picture that corresponds.

Focus on vocabulary

Get Ready!

1. Match pictures 1-6 to the natural disasters in the box.

earthquake hurricane flood landslide avalanche volcano

1



## 2. READING TASKS

A. Read the blog post from a reporter near a possible volcanic eruption and answer a, b or c in the four questions based on text.

### World Blog

I am sitting near Mount Vesuvius, a famous active volcano in Italy. When Vesuvius erupted in AD 79, it destroyed the Roman city, Pompeii. Mount Vesuvius last erupted in 1944, but experts and locals are worried that it could happen again soon!

I am speaking to Dr. Rosalia Dell'Aquila, an expert in volcanoes, and to Donna Esmeralda, who can remember the last time that Mount Vesuvius erupted.

Donna Esmeralda explained to me why she is so worried. She said "We are seeing many things we saw last time. **My neighbor's cows aren't giving milk** and **her bees aren't coming back. My dog isn't happy – she isn't sleeping at night.** The same thing happened in 1944."

Dr. Dell' Aquila says 'Now we are good at knowing when a volcano can erupt. Donna Esmeralda's comments are very interesting. Scientific tests are also telling us about a possible eruption. We're testing things like CO2 and it is high. But the magma inside **the volcano isn't rising** and **we aren't seeing any deformation of the land.**"

### 1. Vesuvius

A. last erupted in AD 79.    B. last erupted in 1944.    C. is erupting right now!!

### 2. Donna Esmeralda is...

A. a scientist.    B. a farmer.    C. a local

### 3. Donna Esmeralda owns...

A. cows.    B. bees.    C. a dog.

### 4. Dr. Rosalia has noticed...

A. high CO2 levels.    B. magma rising.    C. the land deforming.

B. Read the text again and write T (TRUE) or F (FALSE).



1. Are the **underlined** sentences in the text in present continuous? \_\_\_\_\_
2. Scientific tests aren't telling them about a possible eruption. \_\_\_\_\_
3. Vesuvius is erupting now. \_\_\_\_\_
4. Her neighbor's cows are giving milk. \_\_\_\_\_
5. Are the **underlined** sentences in the text in negative present continuous form? \_\_\_\_\_

### 3. Language TASKS

Look at the pictures about natural disasters and write what is happening in each picture as the example, using the following verbs in present continuous form (**FLOAT, SLIDE, SHAKE, BLOW, DEFORM**)

Example: What is happening?  
The volcano is erupting.

2

**Focus on vocabulary**

**Get Ready!**

1. Match pictures 1-6 to the natural disasters in the box.

earthquake hurricane flood landslide avalanche volcano



#### 4. LISTENING TASKS

A. Track 96. Listen to a Colombian teenager telling his older sister what to do in a practice earthquake drill. First, match the headline with the correct picture.

3

**Listen**

96 Listen to a Colombian teenager telling his older sister what to do in a practice earthquake drill.

**No standing in the doorway**

A plan

Go under a solid table



**B. Track 96. Listen again to a Colombian teenager telling his older sister what to do in a practice earthquake drill. Circle the correct option a, b or c according to audio.**

**Ramón:** - “We’re talking about **1)** at school at the moment. They say that every family should have a plan for an earthquake. Do we have a plan? Susana: A plan? I think I probably know what to do. Look!”

**Ramón:** - “Errr. What are you doing? You aren’t **2)** in the doorway, are you? Everyone knows that doesn’t help. Doorways are no stronger than any other part of the house. Obviously, doorways do not help when chairs and other things **3)** about. The best place to go is under a table or a desk.

4



**Susana:** - “I’m **4)** under a desk with you! You don’t shower!”

**Ramón:** - “Come on! This is serious! You **5)!**”

**Susana:** - “OK, OK ... Now we are sitting under the table together. Are you happy?”

**Ramón:** - “Rex, here. Susana: No, no. You aren’t **6)** your dog, are you? Rex isn’t sitting under the table with us. Let’s get out of here!”

**Susana:** What **7) you** now?”

**Ramón:** - “I’m **8)** what can fall and hit us. We need something to protect our heads. Ah, perfect! Susana: We aren’t **9)** Mama’s favorite plates as helmets Ramón!”

**Ramón:** - “Come on! You have to practice, this is serious! You need to protect your head in an earthquake. You’re **10)** chatting to your friends!”

- |     |                     |                      |                     |
|-----|---------------------|----------------------|---------------------|
| 1.  | A. natural disaster | B. natural disaster  | C. natural problems |
| 2.  | A. standing         | B. causing           | C. knocking         |
| 3.  | A. are flying       | B. is flying         | C. am flying        |
| 4.  | A. not sitting      | B. yes sitting       | C. siting           |
| 5.  | A. are practicing   | B. aren’t practicing | C. practicing       |
| 6.  | A. calling          | B. telling           | C. speaking         |
| 7.  | A. is/doing         | B. are/doing         | C. were/doing       |
| 8.  | A. checking         | B. watching          | C. checking         |
| 9.  | A. using            | B. making            | C. fixing           |
| 10. | A. already          | B. just              | C. actually         |

**5. WRITING**

Describe what happens during an earthquake. And what can you do in case of an Earthquake?

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## 6. SPEAKING TASKS

A. Make a recording or video describing what to do in case of an earthquake using WhatsApp or cellphones.

5



Say your name. 2. Definition of the natural disaster. 3. Causes  
4. Consequences.  
5. Advice/Suggestions.

## 7. SELF-ASSESSMENT TASKS

Evaluate yourself. Circle YES or NO in the following questions.

- a. I followed the instructions the first time. YES/ NO
- b. I completed my job. YES/ NO
- c. I liked the activities. YES/ NO
- d. I learned new things. YES/ NO
- e. I asked for help. YES/ NO

## THIS IS THE END

Congratulations! You have made it to the end! Now you can put into practice natural disaster vocabulary in your house or village and explain the vocabulary to your family. It is a good idea to check your notes daily.

## USEFUL RESOURCES

**Dictionary:** <https://dictionary.cambridge.org/es/diccionario/ingles-espanol/>  
<https://www.wordreference.com/es/translation.asp?tranword=volcano>

**Natural disaster:** <https://learnenglishteens.britishcouncil.org/topics/natural-disasters/term>  
<https://www.teachingenglish.org.uk/article/natural-disasters>  
<https://www.bbc.co.uk/learningenglish/course/lower-intermediate/unit-30/session-1/activity-1>

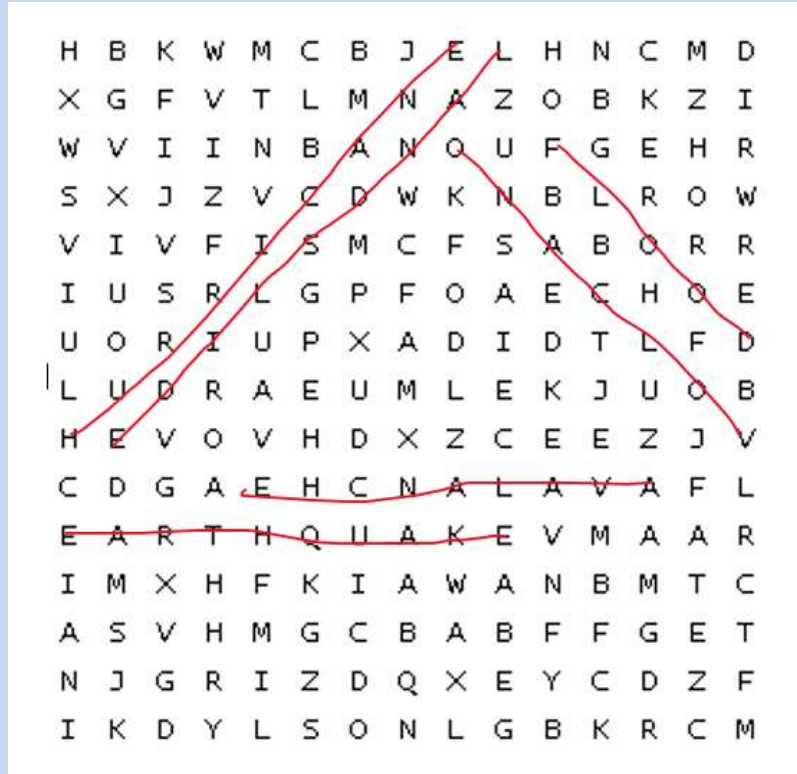
<https://learnenglishteens.britishcouncil.org/topics/natural-disasters/term>

**Video:** <https://www.youtube.com/watch?v=pi2gTfICB3A>  
<https://www.youtube.com/watch?v=W-cvnSvXD6s>



### ANSWER KEY

A.



B. 1. hurricane 2. Landslide 3. Avalanche 4. Volcano 5. Flood 6. Earthquake

### READING TASKS

A.

1. Vesuvius: B. last erupted in 1944.
2. Donna Esmeralda is... C. a local
3. Donna Esmeralda owns... C. a dog.
4. Dr. Rosalia has noticed... A. high CO2 levels



**B.**

Read the text again and write T (TRUE) or F (FALSE).

1. Are the underline sentences in the text in present continuous? T
2. Scientific tests aren't also telling us about a possible eruption. F
3. Vesuvius is erupting now. F
4. My neighbor's cows are giving milk. \_\_\_\_\_
5. Are the underline sentences in the text in negative present continuous form? T

**Language TASKS. What is happening?**

1. It is blowing
2. The earth is deforming
3. The snow is sliding
4. The volcano is erupting
5. It is floating
6. The buildings are shaking

Go under a solid table



No standing in the doorway,



A plan



**B,**

1. B. natural disaster
2. A. standing
3. A. are flying
4. A. not sitting
5. B. are not practicing
6. A. calling
7. A. is/doing
8. C. checking
9. A. using
10. B. just

## ORIENTACIONES FINALES PARA LOS PADRES DE FAMILIA

Cuando su hijo o hija termine la actividad, reflexionen sobre las siguientes preguntas:

- ¿Cuáles son las causas de esos desastres naturales? ¿cómo debes reaccionar?
- ¿Te gustó la actividad?
- Escribe tus sugerencias para mejorar en la próxima guía.

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School	Jesús María Aguirre Charry sede El Dindal. Aipe-Huila	La cabaña. Saladoblanco-Huila.

## LINKS OF IMAGES

1. Ministerio de Educación Nacional (n.d). English, please! 1 Fast Track. Bogotá D.C. – Colombia. Retrieved from [www.colombiaaprende.edu.co/colombiabilingue](http://www.colombiaaprende.edu.co/colombiabilingue).
2. Ministerio de Educación Nacional (n.d). English, please! 1 Fast Track. Bogotá D.C. – Colombia. Retrieved from [www.colombiaaprende.edu.co/colombiabilingue](http://www.colombiaaprende.edu.co/colombiabilingue).
3. Ministerio de Educación Nacional (n.d). English, please! 1 Fast Track. Bogotá D.C. – Colombia. Retrieved from [www.colombiaaprende.edu.co/colombiabilingue](http://www.colombiaaprende.edu.co/colombiabilingue).
4. Image retrieved from <https://www.vecteezy.com/vector-art/571440-earthquake-symbol-icon> with a free for commercial use license.
5. Image retrieved from <https://www.vecteezy.com/vector-art/225635-vector-selfie-on-mobile-phone-with-a-free-for-commercial-use-license-illustration>