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"BEYOND THE CLASSROOM" ENGLISH SELF-STUDY GUIDE

School

City

Teacher's name

Student's name

Grade

7th

Level A2

ORIENTACIONES PARA LOS PADRES DE FAMILIA

Esta guía de aprendizaje para el trabajo en casa se preparó con el fin de ayudar a su hijo o hija a practicar sus habilidades de lectura y escritura en inglés en el contexto del cuidado del medio ambiente.

Su hijo o hija deberá dedicar una hora para el desarrollo del presente documento. El trabajo aquí descrito se relaciona con el Módulo 3, unidad 2 páginas 103 - 108 del libro Way to Go para grado 7, el cual se encuentra disponible en la plataforma Colombia Aprende y cuyo link de acceso es suministrado más adelante. No obstante, quienes no tienen acceso a internet, pueden hacer las actividades aquí propuestas y posteriormente validar con el docente de forma asincrónica.

- La actividad 1 comprende un ejercicio de comprensión y asociación de vocabulario sobre el medio ambiente.
- La actividad 2 presenta ejercicios de comprensión que le piden al educando completar oraciones, responder cuestionamientos y realizar un afiche para ser socializado con la clase. Todo ello contextualizado en la gramática correspondiente al modal (Should: deber) y el vocabulario sobre el medio ambiente.

Finalmente, su hijo o hija encontrará una tabla donde se le solicita que haga seguimiento a su progreso en correspondencia con los avances alcanzados con el desarrollo de la guía.

WELCOME TO THIS SELF-STUDY GUIDE

This English self-study guide helps you practice the reading and speaking skills regarding the taking care of the environment topic. All the activities are related to the topic of skills and abilities in the Way to Go Student book 7, Module 3, Unit 2, from page 103 to 108. It starts with some vocabulary and grammar revision activities. Then you are requested to answer some statements and complete some gaps related to expressions and modals to give advice: should/shouldn't in order to describe and give solutions to environmental problems, and end up with the design of a poster to be socialized to the class.



Topic	Skill(s)	Grammar	Vocabulary	Function(s)
Taking care of the environment	Reading and Speaking	Expressions and modals to give advice: Should / Shouldn't	Environmental Problems and solutions / Natural Resources	Describing and giving solutions to environmental problems.

GET READY

Study time needed: 1 hour	Resources: <i>English Dictionary, Notebook, pencils, Markers, Mobile phone, Pdf file of the Way to Go Series Student's book 7.</i>	Textbooks Links: - https://drive.google.com/file/d/1C_Ez_knz_9NiFWocekZJ0_blrpp8O-uoF/view
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LEARNING OBJECTIVES

LEARNING STRATEGIES

<p><i>What will you learn/practice/reinforce with these activities?</i></p> <ul style="list-style-type: none"> To learn and practice the vocabulary related to environmental problems and its possible solutions through reading and matching exercises as well as the natural resources. To learn and practice the use of expressions and modal verbs to give advice and propose solutions to environmental problems. To carry out a family environmental campaign to promote and take care of the environment. 	<p><i>What can you do to achieve the objectives?</i></p> <ul style="list-style-type: none"> Read all the instructions for each task carefully. Look at the examples given. They are provided in each of the tasks. Use recyclable material to make your posters. (if possible) Use a free dictionary app to listen to the pronunciation of new vocabulary. Use your prior knowledge and try to infer the meaning. You should not translate word by word. Be as creative as possible. Use your dictionary only if absolutely necessary. Write on your notebook any "new" learning points discovered.
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ACTIVITIES

1. LANGUAGE TASKS (20 Minutes) What are we doing to our world?

A. Read the definitions and match them with the words in the chart. Look at the example.

1. ... is due to an increase in the Earth's temperature. It causes the polar ice caps to melt and the sea level to rise.
2. ... is due to the cutting down of trees. It damages the land and causes soil erosion.
3. ... happens when the ground gets very dry and the wind blows it away.
4. ... refers to the damage caused to the air, water or land through the use of chemicals or other toxic substances.
5. ... is when there is very little, or a complete lack of, a very important liquid.
6. ... refers to the process of extinction of a variety of species.

1

Word Bank

climate change
 loss of biodiversity
 pollution water scarcity
 deforestation soilerosion

B. In your notebooks, make drawings or paste images that show the problems described in exercise A and label them. look at the example.



2

Deforestation.

C. Discuss with a member of your family.

1. Have you ever experienced any of these problems? Where?
2. Have you ever heard of these problems? What did you hear?
3. Have you ever thought about how we can prevent them? How can you help?

3

I've experienced climate change! When I was younger, the temperatures in summer were cooler. But now summers here are very, very hot!

D. LANGUAGE FOR SUGGESTIONS.

1. Open your "Way to go 7, Student Book" on page 107. Check exercise 6.
2. Look at the pictures and try to use a word to describe them. (think about environmental problems)
3. Listen and complete the statements with the words. (Should and Shouldn't)

1. We ... plant another tree to replace every tree we cut down.
2. You ... mistreat animals. You ... keep animals in small cages. 4
3. We ... waste energy or water.
4. You ... turn off the lights when you aren't in a room.
5. You ... leave the tap on when you brush your teeth.

Language tip:

Suggestions

We use *should* and *shouldn't* to make suggestions and give advice:

You should send an email.
You shouldn't go by train.

Adapted from:

<https://learnenglish.britishcouncil.org/english-grammar-reference/suggestions-and-obligations>

4. Choose "a" or "b". When do we use "Should"?

- a. When we think something is a good idea.
- b. When we think something is not a good idea.

5. Choose "a" or "b". when do we use "Shouldn't"?

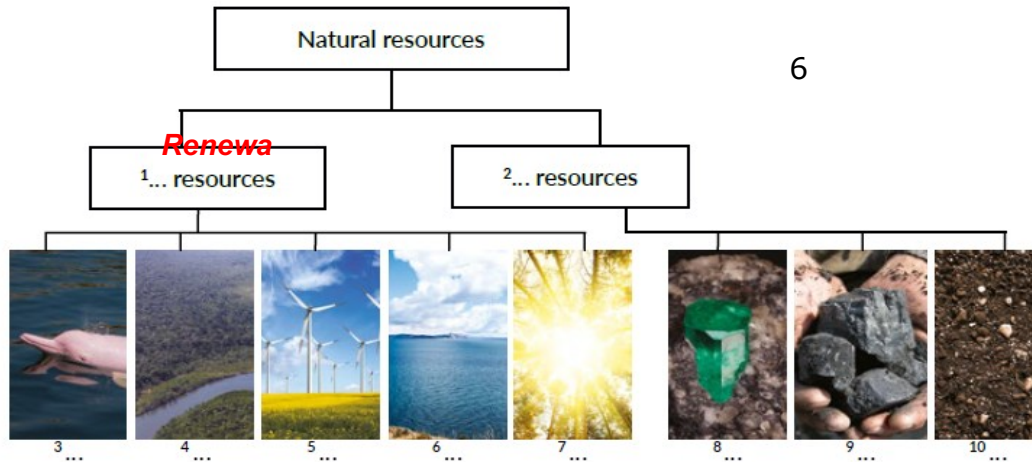
- a. When we think something is a good idea.
- b. When we think something is not a good idea.

2. SKILLS TASKS (30 minutes) **Reading for specific information.**

A. **Discuss.** What do you know about Natural Resources? Brainstorm ideas in your notebook.



B. **Read the text and complete the graphic organizer. Look at the example.**



6

Natural resources come from nature and humans cannot create them. There are two categories: renewable and non-renewable.

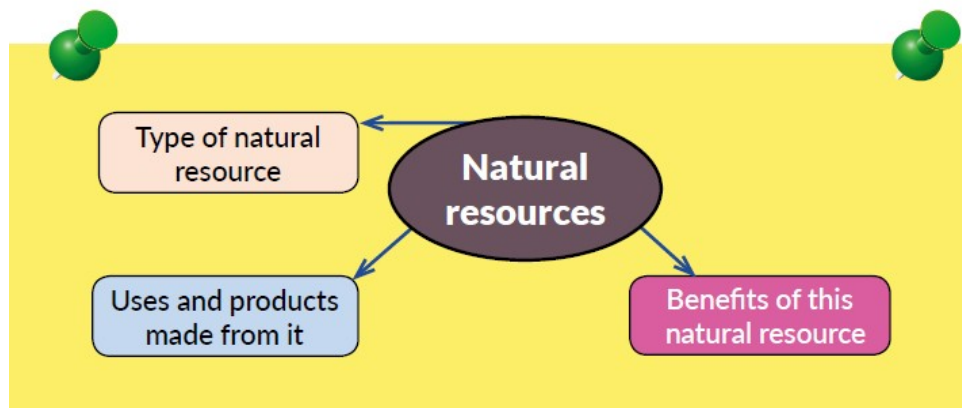
Renewable resources are constantly available and nature can replace them: water, sunlight, wind, plants and animals.

Non-renewable resources cannot easily be replaced: fossil fuels, minerals and soil.

C. Read the instructions and design a Natural Resources Noticeboard. Be ready to make a video to present the information on your poster and share it with your teacher via WhatsApp. Look at the examples.

1. Decide which natural resource your group is going to write about.
2. Do some research on the natural resource. Use the internet, the library, etc.
3. Illustrate your natural resource.
4. Design a graphic organizer. Include:
 - a. Heading: **Natural resources**
 - b. Type of natural resource: where it comes from, etc.
 - c. Benefits of this natural resource
 - d. Uses and products made from it

7



8

We're going to talk about fossil fuels. These are a non-renewable resource. People use fossil fuels to produce ...




21st Century Skills
 • *Communicating*

Use different formats to give a presentation. It will make your ideas stand out! *Do you use multimedia when you present your work to your classmates?*

D. Think about your school and neighborhood. Read the following instructions and design a poster to increase environmental awareness both in your school and neighborhood.

1. Identify places in your school where there are environmental problems, for example, the playground.
2. Write some slogans to make students aware of the problem. For example, *Take care of our plants and trees!*
3. Use pictures cut out from magazines, or draw your own, to illustrate your slogans: *Don't waste water!*
4. Make a poster showing what students should do to protect their environment.
5. Display your posters around your school in the places where you have identified the problems.

3. ASSESSMENT TASKS (5 minutes)

CHECK YOUR PROGRESS	9	10	11	Discuss with your parents, then answer the questions below
				
	Very Well	Well	With difficulty	
I can use vocabulary related to environmental problems and its possible solutions.				How many words did I learn? _____
I can use expressions and modal verbs to give advice and propose solutions to				What expressions and modal verbs can I use? _____ _____



environmental problems.				
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THIS IS THE END

Congratulations, you've finished this guide. Hard work really pays off!!! Carry on doing good things for our environment and try to engage more people in this important issue. Finally, don't forget to continue revising to make more progress in the language.

USEFUL RESOURCES

You can use this dictionary to help you with the vocabulary

- <https://www.wordreference.com/>

Find here an additional vocabulary about the Nature. This will give you more ideas:

- <https://learnenglishteens.britishcouncil.org/vocabulary/beginner-vocabulary/nature>

ANSWER KEY

1A.

1. Climate change
2. Deforestation
3. Soil erosion
4. Pollution
5. Water scarcity
6. Loss of biodiversity

1B: Student's own answers.

1C: Student's own answers.

1D3.

1. Should
2. Shouldn't – Shouldn't
3. Shouldn't
4. Should
5. Shouldn't

1D4.

a.

1D5.

b.

2A.

1. Renewable
2. Non-renewable
3. Animals
4. Plants
5. Wind
6. Water
7. Sunlight
8. Minerals
9. Fossil fuels
10. Soil

2B.

Student's own answer.

2C.

Student's own answer.

ORIENTACIONES FINALES PARA LOS PADRES DE FAMILIA

Una vez su hijo o hija haya terminado las actividades de esta guía, por favor hágale las siguientes preguntas que le permiten verificar el proceso de aprendizaje

- ¿Cuál fue la actividad que más te gustó y cuál fue la actividad que te pareció más difícil?
- ¿Qué nuevas palabras en inglés aprendiste con el desarrollo de la guía?
- ¿Cómo quedó el poster que realizaste para la clase?
- ¿Qué crees que puedes hacer mejor para el desarrollo de tu próxima guía?
- ¿Cuánto tiempo te tomó desarrollar esta guía?
- ¿Qué recursos utilizaste?
- ¿Cómo crees que ha sido tu progreso?

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LINKS OF IMAGES

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