



"BEYOND THE CLASSROOM" ENGLISH SELF-STUDY GUIDE

School

City

Teacher's name

Student's name

Grade

8th

Level

A1

ORIENTACIONES PARA LOS PADRES DE FAMILIA

Apreciados padres de familia, la presente guía de estudio tiene por objeto continuar con el proceso formativo y académico de su hijo/hija en casa, por lo tanto, es de vital importancia el apropiado acompañamiento que usted en calidad de padre de familia pueda ofrecerle en el desarrollo de la misma. Esta guía de aprendizaje de inglés para trabajo en casa, se diseñó para mediar en el proceso de aprendizaje de su hijo/hija para ayudarlo a repasar vocabulario relacionado con "**Human Actions and the Environment**" (Acciones humanas y el ambiente).

Al finalizar esta guía de estudio se espera que su hijo/hija sea capaz de comprender y describir de forma oral y escrita algunas de las principales causas del deterioro ambiental a raíz de acciones de nosotros los seres humanos. El trabajo a desarrollar tiene como referente el libro "**Way to go 8th grade, Module 1, Unit 1 – Student book –and workbook**", en el Student book las páginas relacionadas son las 9, 10, 11,12 y en el Workbook son las páginas 3, 4, 5 y 6.

Recuerden padres de familia que es fundamental que su hijo/hija tenga hábitos de estudio establecidos, ya que el desarrollo de la guía implica dedicación y por lo tanto tener horarios fijos para ello es indispensable.

La **Actividad #1 (vocabulario)** contiene tres ejercicios de práctica del vocabulario en inglés sobre algunas acciones humanas que provocan daños al ambiente, a través de la exploración de los conocimientos previos.

La **Actividad #2 (lectura)** su hijo/hija realizará un proceso de comprensión de lectura de un texto en inglés sobre algunos problemas ambientales regionales.

La **Actividad #3 (Escucha)** contiene un vídeo en el cual su hijo/a aprenderá algunas recomendaciones de cómo cuidar el ambiente. Para ello deberá acceder al siguiente enlace:

https://www.youtube.com/watch?v=X2YgM1Zw4_E

Con este vídeo se pretende estimular la habilidad de escucha de su hijo/a, y a la vez concientizarlo(a) sobre las acciones que puede emprender para ayudar a preservar el ambiente.

La **Actividad #4 (Autoevaluación)** el estudiante evaluará su aprendizaje a partir de las actividades que desarrolló.

De esta manera su hijo logrará familiarizarse con el vocabulario relacionado con acciones humanas que pueden beneficiar o perjudicar el ambiente y de igual forma aprenderán la estructura gramatical del tiempo presente simple.

De antemano agradecemos a usted padre de familia por el oportuno acompañamiento que pueda ofrecerle a su hijo(a) en este proceso de autoaprendizaje, para ello es necesario que esté atento a las recomendaciones, preguntas y sugerencias que aparecen en las orientaciones finales para padres de familia.



WELCOME TO THIS SELF-STUDY GUIDE

This English self-study guide helps you learn vocabulary related to human's actions and the environment. All the activities are connected to the reading in "**Way to Go Student Book 8, Module 1 – Unit 1** (Pages 9, 10, 11, 12) and the "**Workbook**" (3, 4, 5, 6). It starts with some vocabulary activities. Then you have to read a text and work on some activities about it, then you will discover how to express actions in the present simple. Finally, you will design a campaign inviting your friends to have good environmental habits; that campaign will be shared with your teacher and classmates.

Topic	Skill(s)	Grammar	Vocabulary	Function(s)
Human Actions and the Environment	Reading and listening	Present simple	Environmental concerns	Describe some human actions that affect the environment and propose some strategies to avoid the environment's damage.

GET READY

Study time needed: 1 hour	Resources: English dictionary, pencils, paper sheets, PDF version of Way To Go 8 th grade. Self-Study Guide. YouTube: https://www.youtube.com/watch?v=X2YgM1Zw4_E	Textbooks Links: - http://aprende.colombiaaprende.edu.co/es/node/94010
--	--	--

LEARNING OBJECTIVES

LEARNING STRATEGIES

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

- To Read and write about the main environmental problems caused by human actions
- To practice vocabulary related to environmental issues.
- To Listen and comprehend the main idea about the oral text

What can you do to achieve the objectives?

- Take responsibility for completing tasks and follow the instructions.
- Read the texts and try to make inferences and predictions based on information in them.
- Locate and select relevant information.
- Infer meanings of unfamiliar words. Use a dictionary, only if it is necessary.
- Build your own personal dictionary with the unknown words.
- Listen to the suggested video more than twice to improve your comprehension.
- Use your notebook to take organized notes.
- Create group work collaboratively with others.



ACTIVITIES

1. LANGUAGE TASKS:

A. Explore Your Prior Knowledge. (5 minutes)

Look at the pictures and answer the questions.

Explore Your Knowledge
Look at the pictures and answer ...

- Do you recognize the photos?
- Which things are good for the environment and which are bad?
- Which of the good things do you do?
- Which of the bad things do you do or contribute to?
- How can you do more to help the environment?

B. Look for the following words into the word search. (10 Minutes)

SOILPOLLUTION

DEFORESTATION

AIRPOLLUTION

ILLEGALMINING

ENVIRONMENT

WATERPOLLUTION

DUMPWASTE

PESTICIDES

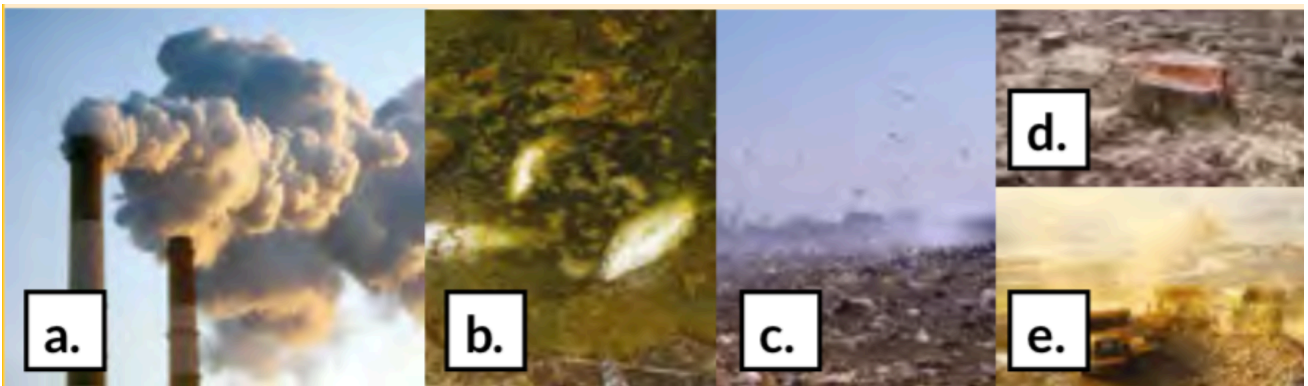


Human Actions and Environment



C. Match the photos of environmental problems with expressions from the work bank. (5 minutes)

Soil pollution – Water pollution – Illegal mining Air pollution - Deforestation
--





2. Reading Task (15 minutes)

A. Read the following text about "Regional Environmental Problems" and choose the correct option that best answers each question below.

Regional Environmental Problems

3*

Colombia is the second most biodiverse country in the world, after Brazil. This is because of the variety of different ecosystems like tropical forests, mountain habitats, grasslands, páramos, and deserts. Amphibians, birds and plants are just some of the species that make up a large part of Colombia's biodiversity. In fact, Colombia is known for having more bird species than any other country, with more than 1900 species.

Now for the sad news; Colombia is facing a major ecological problem because of illegal logging, the agricultural industry, the mining industry, cocaine production and the development of hydro-electricity energy resources. Deforestation costs the country 2,000 km of forest each year and this figure is rising. The areas with the highest deforestation rates include Caquetá in the Amazon region and Antioquia in the

Andes mountains, while there have been major rises in deforestation in Putumayo and Norte de Santander in the past few years.

Deforestation has many negative effects on the environment, including habitat loss, a decrease in biodiversity, the extinction of animal and plant species, soil erosion, air pollution. There are many others, too. Today, almost one-third of Colombia's original forest has been destroyed by deforestation, so as you can imagine, this is a serious problem and urgent action is required. It is a problem that affects us all, so please, educate yourselves and take action now. Who knows, tomorrow might be too late!



- 1. What is the most biodiverse country in the world?**
 - a. Colombia
 - b. Nigeria
 - c. Brazil
 - d. Australia
- 2. What isn't one of the major ecological problems that Colombia is facing?**
 - a. Cocaine production.
 - b. The mining industry.
 - c. The development of hydro-electricity energy resources.
 - d. Campaigns to take care of the ecosystems.
- 3. Why is Colombia known around the world?**
 - a. Because it has more birds species than any other country.
 - b. Because it has a poor country.
 - c. Because it has many reptilian species.
 - d. Because it has the highest mountain in the world.
- 4. The areas with the highest deforestation rate include:**
 - a. Chocó - Valle del Cauca - Boyacá and Cundinamarca.
 - b. Caquetá - Antioquia - Putumayo and Norte de Santander.
 - c. Vichada - Meta - Vaupés and Guainía.
 - d. Antioquia - Guajira - Magdalena - Quindío.



5. What is it being destroyed in one-third of Colombia, today?

- a. The bird species.
- b. The original forests.
- c. The agricultural industry.
- d. The amphibians' species.

B. LANGUAGE FOR FREE-TIME ACTIVITIES (10 minutes)

Go to: <https://learnenglishteens.britishcouncil.org/grammar/beginner-grammar/present-simple>
Watch the video and then solve the following exercises related to the topic.

1. Language awareness

Read the model sentences and mark the correct options with a 

- a. *Jack goes to a film club on Wednesdays.*
 - This is happening now
 - This is a habit

- b. *I love reading in my free time.*
 - He likes to read
 - He is reading now

- c. *The first bus to El Peñol leaves at 5:45 am.*
 - The bus is leaving now
 - The bus leaves the station at this time everyday

- d. *Andres plays chess really often.*
 - He is playing at the moment
 - He likes to play chess.

- e. *Daisy likes Jack so much*
 - She sees him everyday
 - She rarely sees him

- f. *We always get up at 7 o'clock.*
 - They are getting up now
 - This is a daily routine



Listening activity

a. Look at the picture and describe it with your own words. (10 minutes)

b. Go to: https://www.youtube.com/watch?v=X2YgM1Zw4_E watch the video and list 10 words you hear from the video.

c. Finally, write at least five of the suggestions given in the video related to some of the human actions which can be done to take care of the environment.

4. ASSESSMENT TASKS (5 Minutes)

Look at the self-study guide. What have you learned? Tick (✓) the appropriate box.

Skill	Statement	I can do this	I can do this with help	I need to work on this
Reading	A. I can read simple texts about human action and the environment.			
	B. I can identify main ideas in different types of texts: articles, research.			
	C. I can complete reading comprehension activities.			



	D. I can understand the use of simple present tense.			
Listening	A. I can listen and understand vocabulary related to environmental issues.			
	B. I understand what humans are doing well or bad to the environment.			
	C. I listen and share information about environmental problems and possible solutions.			

THIS IS THE END

Congratulations, you're doing your best. Continue working on vocabulary about human actions and the environment and how you can apply some actions to contribute to take care of the environment in your daily life.

Useful resources are always available to check and continue learning. Finally, research about one of the main environmental problems which you would like to study in depth.

USEFUL RESOURCES

<http://aprende.colombiaaprende.edu.co/es/node/94010>

<https://dictionary.cambridge.org/es/diccionario/ingles-estudiantes/>

<https://learnenglishteens.britishcouncil.org/grammar/beginner-grammar/present-simple>

ANSWER KEY

C. Matching exercise.

- a. air pollution
- b. water pollution
- c. soil pollution
- d. deforestation
- e. illegal mining

2. Reading task

A. 1-c / 2-c / 3-a / 4-b / 5-b

Language awareness

- a. This is a habit
- b. He likes to read
- c. The bus leaves the station at this time everyday
- d. He likes to play chess.
- e. She sees him everyday
- f. This is a daily routine



ORIENTACIONES FINALES PARA LOS PADRES DE FAMILIA

Una vez su hijo-hija haya finalizado con las actividades planteadas para esta guía, el estudiante estará en capacidad de responder a las siguientes preguntas para que usted padre de familia y/o acudiente verifique el proceso de aprendizaje.

¿Cuánto tiempo dedicaste para completar la guía?

¿Cuál de las actividades planteadas fue para ti más fácil y cuál la más difícil de realizar?

¿Qué medios tecnológicos y/o audiovisuales usaste para entender las actividades de la guía?

¿Qué actividades ecológicas realizas para mejorar el ambiente donde vives?

¿Cuáles de las acciones realizadas por el hombre son las más perjudiciales para el medio ambiente?

AUTHOR(S)

Name	Andrés Bermúdez Duque	Astrid Elena Lopera Lopera	Elmer Antonio Córdoba Mosquera
Email	cholin1224@gmail.com	astridlopera01@gmail.com	eacomos@gmail.com
School	I.E Abraham Reyes	I.E Marco Fidel Suárez	I.E.R. Palmira



La educación
es de todos

Mineducación



LINKS OF IMAGENES

1. Ministerio de Educación Nacional (2016). Way to go! 8th Grade. Bogotá D.C. – Colombia. P. 9. Retrieved from www.colombiaaprende.edu.co/colombiabilingue.
2. Ministerio de Educación Nacional (2016). Way to go! 8th Grade. Bogotá D.C. – Colombia. P. 10. Retrieved from www.colombiaaprende.edu.co/colombiabilingue.
3. Ministerio de Educación Nacional (2016). Way to go! 8th Grade. Workbook. Bogotá D.C. – Colombia. P. 5. Retrieved from www.colombiaaprende.edu.co/colombiabilingue.