



“BEYOND THE CLASSROOM” ENGLISH SELF-STUDY GUIDE

School

City

Teacher's name

Student's name

Grade

8th

Level

A2

ORIENTACIONES PARA LOS PADRES DE FAMILIA

Esta guía de aprendizaje de inglés para el trabajo en casa se preparó con el fin de ayudar a su hijo o hija a describir las acciones humanas que afectan el medio ambiente y a expresar que le gustaría hacer para promover el cuidado del mismo. Su hijo (a) deberá dedicar una hora para desarrollar toda la guía. El trabajo aquí descrito se relaciona con la página 12 del libro *Way to go* de 8vo, que está disponible en la plataforma Colombia Aprende. Se adjuntó la página del libro al final de la guía para quienes no tienen acceso a internet.

La actividad 1 Ejercicio para reconocer algunas expresiones, y que luego pueda describir las cosas que le gustaría hacer para promover el cuidado del medio ambiente.

La actividad 2 Su hijo(a) realizará un proceso de comprensión de lectura (con actividades antes, durante y después) de un texto en inglés sobre el calentamiento global y sus efectos.

La actividad 3 es un ejercicio de aprendizaje por descubrimiento y análisis de los aspectos específicos de gramática desarrollados en esta guía (*tema... 'would/wouldn't like to...'*)

La actividad 4 el estudiante empleará el vocabulario y estructuras estudiadas en esta guía de aprendizaje y sus conocimientos previos, para completar un ejercicio de escritura, y para crear un mapa mental que evidencie la problemática ambiental en su comunidad o escuela.

La actividad 5 su hijo(a) evaluará su aprendizaje a partir de las actividades que desarrolló en esta guía, teniendo en cuenta sus comprensiones, dificultades y avances en el proceso.

A través del desarrollo de estas actividades, el estudiante mejorará su vocabulario relacionado con el medio ambiente y la estructura en inglés *'would like to'* para expresar sus intereses y deseos. Además, se ofrecen ejemplos de las actividades, las respuestas correctas y recursos adicionales de apoyo. Agradecemos su colaboración supervisando que su hijo(a) complete las actividades indicadas. Al final, ustedes encontrarán una serie de preguntas de verificación de lo que su hijo(a) aprendió mediante el desarrollo de esta guía.

Mil gracias por su apoyo y acompañamiento efectivo en este proceso de aprendizaje.



WELCOME TO THIS SELF-STUDY GUIDE

This English self-study guide helps you to describe the human actions that affect the environment and express what you would do to promote the care of it. All the activities are related to the topic of human actions and the environment presented in Way to Go Student Book 8, Module 1, Unit 1, Lesson 1. Besides, you will be able to write about the environmental problems that affect your school or community.

Topic	Skill(s)	Grammar	Vocabulary	Function(s)
Human Actions and the environment	Reading and writing	Would (not) like to + verb	Environment Human Actions	Describe human actions and environmental impact

GET READY

Study time needed:

1 hour

Resources:

English dictionary, notebook, pencil, mobile phone, computer, video camera, sheets of paper, magazine, pencil colors, markers, scissors, glue, PDF file of Way to Go Student Book 8.

Textbooks Links:

- *Way to go- Students book 8 page 12*
[WTG SB 8.pdf](#)

LEARNING OBJECTIVES

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

- To describe human actions that affect the environment
- To describe changes between present and past
- To reinforce vocabulary related to environmental problems

LEARNING STRATEGIES

What can you do to achieve the objectives?

- Read the instructions for each task.
- Look at the examples given: *images, short comments and language awareness tasks.*
- Guess the meaning of the words by analyzing an image about the differences from past and present environmental issues.
- Write on your notebook any “new” learning points discovered.



ACTIVITIES

1. VOCABULARY TASKS (10 mins)

a) Match the pictures with the following expressions:
organize and sign a petition / *create an environmental newsletter* / *go on a demonstration* / *volunteer to plant trees*



a. _____

b. _____

c. _____

d. _____

Taken from WTG series 8, page 10

b) Now, what things would you like and wouldn't like to do? Select with an **X**

Expressions	Yes, I would like	No, I wouldn't like
Would you like to organize and sign a petition?	X	
Would you like to create an environmental newsletter?		
Would you like to go on a demonstration?		
Would you like to volunteer to plant trees?		
Would you like to rescue abandoned animals?		

2. READING TASKS (20 minutes)

Before Reading...

a. Look at the article's title and guess the topic of the article you are going to read?

1. *Global warming and climate change are big problems.*
2. *Armageddon may still happen.*
3. *Need for clean technology.*
4. *People can limit environmental damage.*

UN - We can control Global Warming

A United Nations committee on climate change has said we can control global warming. The panel, made up of representatives from over 120 countries, believes we can limit the harm *greenhouse gases* do to the atmosphere. The panel said that we can keep our Earth safe by changing the way we use energy around the world. Most important is to introduce more fuel-efficient vehicles and household goods. For this to happen, individuals need to change their lifestyles and spending patterns. The committee calculated that it would cost less than three percent of world economic output by 2030. The “big problem” is the damage rising temperatures are doing to the Earth. Increased floods, droughts, rising sea levels, more violent and destructive storms and extinctions of species are just a few things threatening the life of our planet. The report stressed the urgent need for introducing a wide variety of clean technologies. Harlan Watson, head of the U.S. team, warned: “If we continue to do what we are doing, then we are in deep trouble.”

(adapted from <https://breakingnewsenglish.com/>)

Glossary:

Output: the amount of something produced by a person, machine, or industry / **Drought:** dry weather, not enough water for plants and animals to live / **Greenhouse gas:** a gas, such as carbon dioxide, that traps heat above the Earth / **Fuel:** material such as coal, gas, or oil that is burned to produce heat or power

Answer the questions based on the reading

1. What is global warming? What are some of the causes?
2. What did the UN committee decide? Why is their decision important?
3. What is the “big problem”?

After Reading... **DISCUSSION QUESTIONS**

c. Think and reflect on these questions.

1. What did you think when you read the headline?
2. What do you think about global warming?
3. When did you first hear about climate change?
4. Do you agree with people who say global warming is not man made?
5. What do you think global warming will do to the Earth?
6. What is your government doing to slow down the rate of climate change?

3. LANGUAGE AWARENESS ACTIVITY (10 mins)

Read the model sentence and analyze the questions:

*"He **would like to** design a website to help elephants"*

1. Does he want to help animals? Yes _____ No _____
2. Is the sentence referring to a personal interest and desire? Yes _____ No _____
3. What auxiliary verb do we use before *like* to express our interests? Will ____ Would ____ Do ____
4. Which sentence has a similar meaning to the "He would like to design a website"
 - a) He wants to design a website.
 - b) He needs to design a website.
 - c) He can't design a website.
5. We use this form to express interest, preferences and desires. False ____ True ____
6. We use would not or wouldn't for the negative form. False ____ True ____

4. WRITING TASKS (15 mins)

a. What would you do to help the environment in your area? Make full sentences with would like to or wouldn't like to about each idea (based on previous vocabulary task).

1. *I wouldn't like to sort rubbish at a recycling centre.* (sort rubbish at a recycling centre)
2. _____ (participate in a demonstration)
3. _____ (organize a petition)
4. _____ (volunteer at a community garden)
5. _____ (help plant trees in a park in your community)

b. Now, write some positive and negative interests and preferences (see the example).

1) Would you like to teach people about recycling methods?

I would like to teach them about recycling methods

2) Would you like to buy an electric car?

3) Would you like to plant trees near rivers?

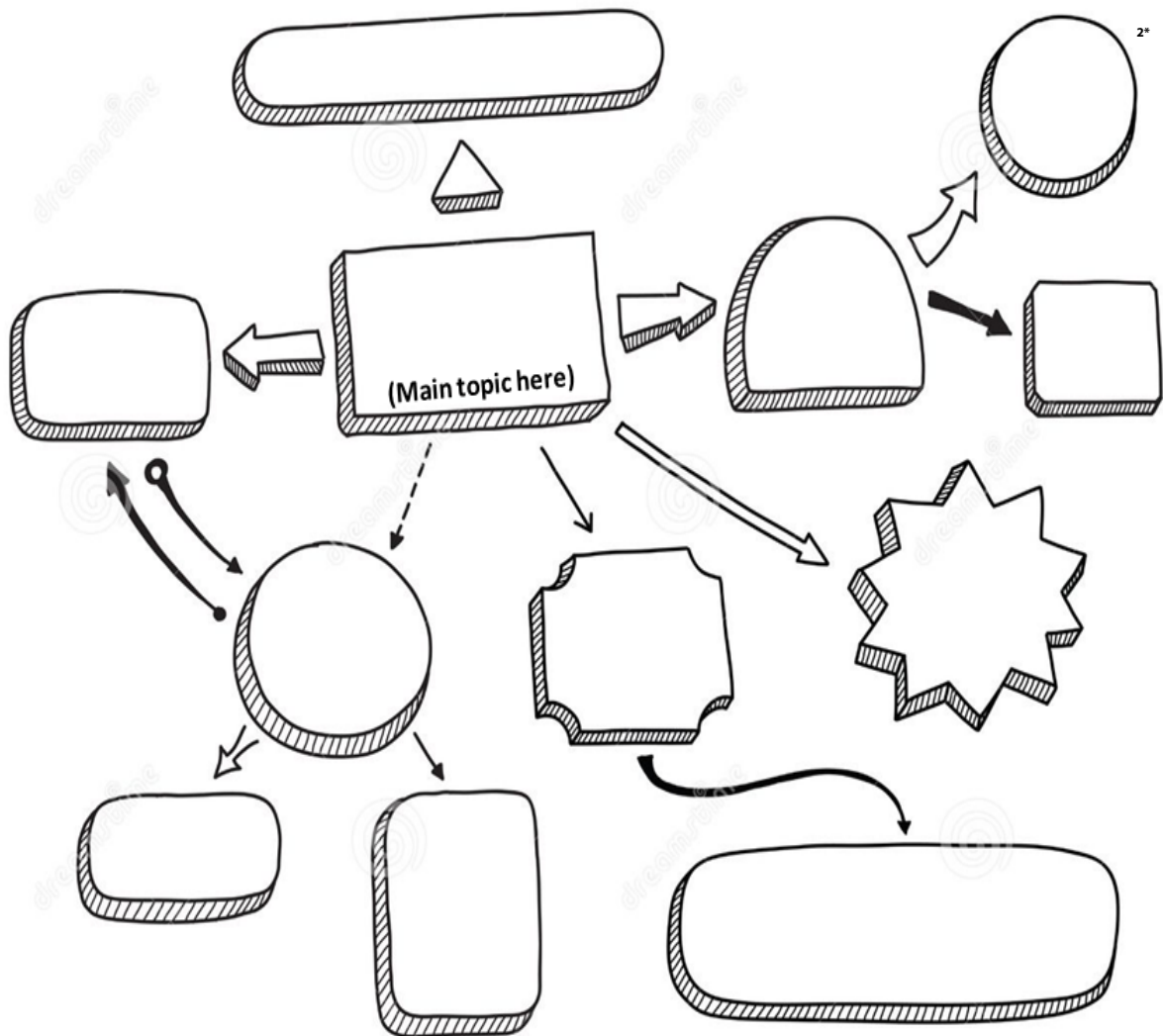
4) Would you like to pollute the air?

5) Would you like to reduce your production of daily trash?



c. Finally, create a Mind Map to show human actions that impact the environment in your community or school. You can use the template below or create your own.

- Use *would* or *wouldn't*.
- Include at least 5 actions.



Taken from dreamstime.com - free templates



5. SELF-ASSESSMENT TASKS (5 minutes)

Read the following **Can do statements** and tick (✓) to select the best option according to your progress in this self- study learning guide:

Activity	Can do statements	Very well	Quite well	With difficulty
Vocabulary	I can understand vocabulary related to human actions and impact on the environment.			
Grammar	I can use <i>Would/Wouldn't like to</i> expressions to talk about human actions.			
Reading	I can understand texts related to environmental problems and human actions.			
Writing	I can write about environmental problems and human actions.			

Taken and adapted from the WTG series 8º - module 1, page 6

THIS IS THE END

Congratulations, you can do amazing things. Continue practicing the vocabulary about the environment and human actions, and how to express interests and desires about the effects and benefits of protecting nature. You created a wonderful mind map using vocabulary about the environment and expressions to express interests and desires. Finally, take care of yourself and reflect on the importance of taking care of the environment and nature in your community.

USEFUL RESOURCES

Online English Spanish dictionary

<https://www.wordreference.com/es/translation.asp>

For learning more about 'would like to'

<https://learnenglishteens.britishcouncil.org/grammar/would/term>

<https://learnenglish.britishcouncil.org/english-grammar-reference/will-and-would>

<https://learnenglish.britishcouncil.org/category/grammar/would>

A list of expressions related to environment

<https://www.phrases.org.uk/phrase-thesaurus/related/environment.html>

For improving reading comprehension

https://breakingnewsenglish.com/0705/070505-global_warming.html



ANSWER KEY

1. VOCABULARY TASKS

a. Match the pictures with the expressions

- a) go on a demonstration b) volunteer to plant trees c) organize and sign a petition
- d) create an environmental newsletter

b. Students' own answers

2. READING TASKS

 Students answers (Yes, I would like.../ No, I wouldn't like...)

a. Before reading

 – Answer: 1

b. During reading

 Students' own answers (Literal and Inferential reading)

c. After reading

 Students' own answers (Think and reflect on some questions)

3. Language awareness

 1. Yes / 2. Yes / 3. Would / 4. a / 5. True / 6. True

4. WRITING TASKS

a. Make full sentences with would like to or wouldn't like to

 (here are some examples)

- 2) I wouldn't like to participate in a demonstration.
- 3) I would like to organize a petition.
- 4) I wouldn't like to volunteer at a community garden.
- 5) I would like to help plant trees in a park in my community.

b. Write positive or negative phrases

 Students' own answers

c. Create a Mind Map

 Students' own answers

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? ¿Por qué?
- Enséñame cómo se dicen en inglés algunas expresiones sobre el medio ambiente que aprendiste.
- Háblame en Inglés acerca de tus intereses y deseos con relación a la protección del medio ambiente.
- ¿Tuviste la oportunidad de aplicar lo aprendido en la guía cuando hiciste el mapa mental para explicar algunas problemáticas ambientales de la comunidad o del colegio?
- ¿Cuánto tiempo te tomó desarrollar toda la guía?
- ¿Qué recursos utilizaste durante el desarrollo de esta guía?

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LINKS OF IMAGENES

1. Ministerio de Educación Nacional (2016). Way to go! 8th Grade. Bogotá D.C. – Colombia. P. 11. Retrieved from www.colombiaaprende.edu.co/colombiabilingue.

2. Image retrieved from

<https://www.dreamstime.com/stock-images-flowchart-vector-illustration-hand-drawn-mind-map-space-your-text-isolated-white-background-image31471834> with a free for commercial use license.