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Mineducación



"BEYOND THE CLASSROOM" ENGLISH SELF-STUDY GUIDE

School

City

Teacher's name

Student's name

Grade

8th

Level A.2.2

ORIENTACIONES PARA LOS PADRES DE FAMILIA

Esta guía de trabajo se diseñó para que su hijo (a) pueda reconocer vocabulario relacionado con problemas medio ambientales y cuidado del medio ambiente. También aprenderá a compartir sus intereses, preocupaciones y compromisos en relación con el medio ambiente. Su hijo(a) deberá dedicar una (1) hora para el desarrollo de esta guía. Las actividades tienen como referencia el libro "Way to Go! 8" disponibles en la página Colombia Aprende. Si no puede acceder a descargarlos, su hijo(a) cuenta una copias de la página a desarrollar en la presente guía.

La actividad 1 es un ejercicio para identificar vocabulario sobre problemas medio ambientales y que acciones pueden los seres humanos realizar para prevenirlos.

La actividad 2 su hijo (a) deberá leer un texto breve sobre la experiencia y compromiso de un adolescente con el medio ambiente. En él deberá identificar las frases que se emplean para expresar gustos, intereses, preocupaciones y compromisos con el fin de determinar su forma y estructura.

La actividad 3 su hijo (a) deberá volver al texto anterior y buscar información específica dentro del mismo y para completar la información personal, los gustos, intereses y preocupaciones del protagonista de la historia.

La actividad 4 su hijo (a) deberá crear un perfil propio donde comparta sus gustos, intereses, preocupaciones y compromiso con el medio ambiente.

WELCOME TO THIS SELF-STUDY GUIDE

This English self-study guide helps you to learn vocabulary and action related to the environment. You will also learn how to express your likes, interest, concerns and commitment to the environment through a personal eco- friendly profile. All the activities are related to the Way to Go Student Book 8 Module 1 called "planet earth" Unit 1 "human actions and the environment".

Topic	Skill(s)	Grammar	Vocabulary	Function(s)
Human actions and the environment	Reading writing	Would like to & gerunds	Relationship of care and protection of the environment	Talk about pollution and caring for the environment

GET READY

Study time needed: 1 hour	Resources: notebook, pencil, english dictionary, eraser, sharpener, way to go student's book, cell phone...	Textbooks Links: - <u>Way to go Student book 8, page 10, exercise 1.</u>
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LEARNING OBJECTIVES

LEARNING STRATEGIES

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

- To identify vocabulary related to pollution and caring for the environment.
- To introduce interests, concerns, desires and commitments to help the environment to others.
- To practice the use of verbs followed by gerunds and would like to.

What can you do to achieve the objectives?

- Read instructions of the delivered material
- Relate images to the care and protection of the environment
- Look up unknown words in the dictionary
- Write sentences to identify environmental problems
- Write sentences to solve environmental problems
- Practice vocabulary, reading sentences and producing short texts

ACTIVITIES

1. VOCABULARY TASK (10 minute)

- Open your "Way to Go" English book grade 8, page 10 exercise 1. Solve the exercise and complete the phrase about what environmental problem concerns you more.



1. Read »

Match the photos of environmental problems with expressions from the Word Bank.

1

Word Bank

soil pollution	water pollution
illegal mining	air pollution
deforestation	

Eco life

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I'm concerned about ...

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

I'm concerned about _____

b. Associate these environmental concerns to good human actions to prevent them. Complete the phrase.

<ul style="list-style-type: none"> A. Deforestation B. Air pollution C. Water pollution D. Endangered species E. <u>Soil pollution</u> 	<ul style="list-style-type: none"> 1. Ride a bicycle more often 2. Plant a tree. 3. Recycle plastic bottles. 4. Minimize the use of bleach. 5. Join campaigns to protect wild life in your region.
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Example:

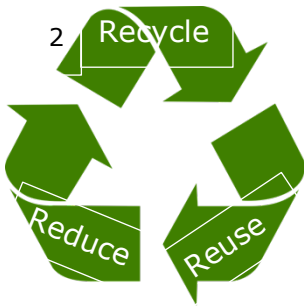
I commit to plant a tree to prevent deforestation.

I commit to _____ to prevent _____



c. Label the pictures with the expressions in the box and complete the phrase. There are two more images and you must write a definition.

Plant trees Participate in eco- friendly campaigns Protect the rivers
Practice the 3 Rs Rescue abandoned animals Sign a petition to save the whales



1. _____



2. _____



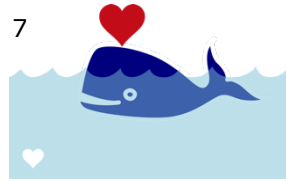
3. _____



4. _____



5. _____



6. _____



7. _____



8. _____

Which of these actions would you like to take part?

Example:

I would like to rescue abandoned animals.

I would like to _____.

2. LANGUAGE AWARENESS TASK (15 minute)

Read Carlos Andres 's story shared on his online blog, a movement webpage, and choose the correct options.



10



My virtual blog

Hi there! My name is Carlos Andres and I want to invite you to take care of the environment. I am from Monteria; Colombia and I am 16 years old. I love riding my bike and playing with my friends outside. I really care about my city and my planet, that is the reason why I am very concerned about all the environmental issues we have like pollution, climate change and deforestation. In my schools, we are very interested in protecting native flora and we designed a project to do something about it. The idea is to combine our passion for bikes and the planet, so we go outside riding and looking for appropriate spots to plant trees. Now, the community and the police joined to our project and efforts to help the planet. We would love to have an impact on others and increase the number of trees we are planting. We have already planted around 250 trees in the last 7 months.

1. Gerunds are verbs ending in -ing form. Can you identify in the text some of them? Make a list.
 - a. _____
 - b. _____
 - c. _____
2. Which verbs come BEFORE the gerund. Choose the correct option.
 - a. be concerned about, combine and join.
 - b. love, like and be interested in.
 - c. decide, combine and score.
3. The sentences "I would like to impact others" and "My friends would like to increase the target up to seven trees" express.
 - a. wish and desire.
 - b. past experiences.
 - c. preferences in general.

3. READING TASK (10 minute)

a. Read Carlos' story again and complete his profile.

PERSONAL PROFILE
 Name: _____
 Age: _____

Concerns:

Likes

Interests

Commitment with the environment

4. WRITING TASK (15 minute)

Create an eco-friendly profile where you include your concerns, your likes, interests and desires to help the environment. Include a commitment to help the environment in your local community.

My Eco-Friendly Profile

Photo

Name _____

Age _____

Place and date: _____

Likes

Concerns

Interests

Eco -commitment:

5. ASSESSMENT TASKS (10 minute)

HOW DO YOU FEEL ABOUT THIS LESSON? Mark with (x) Green, yellow or red.

Check your progress	I get it! I can do this by myself and even explain to others.	I need a little more help	I don't get it, I need a lot of help.
I can talk about my interests, concerns, desires and commitments to help the environment .			

THIS IS THE END

Congratulations my dear students, you did an amazing job! Hope you enjoy this interesting topic and make real commitments to care for the environment in your local community.

USEFUL RESOURCES

English dictionary

[English-Spanish Dictionary - Cambridge ...](#)

English book: Way to go and workbook 7

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

Good actions to care for the environment

<https://www.earthhour.org/>

ANSWER KEY

1. Vocabulary task

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

B. a. 2, b. 1, c. 4, d. 5, e. 3

C. 1. practice the 3 Rs, 2. rescue abandoned animals, 3. plant trees, 4. participate in eco-friendly campaigns, 5. protect rivers, 6. sign petition to save whales, 7. save water, 8. join a beach cleanup.

2. Language task

1. a. playing, b. being, c. protecting

2. b

3. a

3. Reading task

Name: Carlos Andres, Age: 16, Country: Colombia



Concerns: climates change, plastic pollution & deforestation.
 likes: Riding bike and outdoor activities
 interests: protecting native flora
 commitment: plant many trees.

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?
- ¿Cuánto tiempo te tomó desarrollar toda la guía?
- ¿Qué recursos usaste?

Gracias por su inmensa colaboración en este proceso.

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LINKS OF IMAGES

1- Ministerio de Educación Nacional (2016). Way to go! 8th Grade, SB. Bogotá D.C. – Colombia. P. 10. Retrieved from www.colombiaprende.edu.co/colombiabilingue.

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