



"BEYOND THE CLASSROOM" ENGLISH SELF-STUDY GUIDE

School	_____	City	_____
Teacher's name	_____		
Student's name	_____		
Grade	SEVENTH	Level	A1

ORIENTACIONES PARA LOS PADRES DE FAMILIA

Esta guía de aprendizaje en el área de inglés está diseñada para el trabajo en casa; con el fin de que su hijo (a) logre desarrollar actividades que amplíen su vocabulario, en cuanto a, recomendaciones y obligaciones que tenemos en la conservación del medio ambiente y los recursos naturales. Para esto, va a desarrollar la habilidad de escritura. El tiempo a usar para desarrollar esta guía es de una hora. Se hace apoyo de las actividades del libro "Way to Go 7" que puede ser descargado de la página Colombia Aprende.

Las actividades a realizar son:

ACTIVIDAD 1: Se desarrollan tres actividades relacionadas con vocabulario fundamental a trabajar durante la implementación de la guía. Aquí se pone en práctica conocimientos previos y relación con el contexto

- El estudiante completa las oraciones (1-4) usando el banco de palabras para identificar vocabulario relacionado con recursos naturales.
- El estudiante une las frases 1-5 con las definiciones de problemas ambientales para ampliar su vocabulario de la temática estudiada.
- El estudiante lee las claves para completar el crucigrama; con el fin de reforzar el vocabulario de recursos naturales.

ACTIVIDAD 2: La siguiente actividad está compuesta por tres partes:

- El estudiante observa una imagen y con ayuda de la información plasmada en los cuadros organiza las palabras y escribe recomendaciones para el cuidado del medio ambiente.
- El estudiante observa una imagen y con ayuda de la información plasmada en los cuadros organiza las palabras y escribe obligaciones para el cuidado del medio ambiente.
- El estudiante completa la información en cada una de las oraciones teniendo en cuenta como organizó cada una de las oraciones del ejercicio anterior.

ACTIVIDAD 3: El estudiante lee un pequeño párrafo en donde se hace uso de los verbos modales Should, Shouldn't, Must and mustn't y escriben un texto similar en donde den



recomendaciones y obligaciones que tenemos para cuidar el medio ambiente.

ACTIVIDAD 4: Por último en la actividad denominada "Assessment task" se presenta una serie de afirmaciones en donde el estudiante tiene la posibilidad de escoger la opción que se adapte a su proceso de aprendizaje.

Al final encuentra una serie de palabras claves que pueden ser de gran utilidad y las respuestas a cada una de las actividades propuestas.

WELCOME TO THIS SELF-STUDY GUIDE

This self-study guide helps you to understand that nature is life and how you can give recommendations and be aware of your obligations for the care and protection of the environment, through the topic Nature is Life presented in *Way to go 7 Students book. Pages: 101 and Way to go 7 Workbook. Pages: 35-37*. It starts with three language activities, which help you to improve your vocabulary. Then you have to develop three writing activities to give recommendations and responsibilities to write a final paragraph. Finally, you can choose one of the three options that you think is relevant to your performance in developing the guide.

Topic	Skill(s)	Grammar	Vocabulary	Function(s)
Nature is life	Writing	Modals: Must Mustn't Should Shouldn't	Natural resources like water and its uses	Giving advice and obligation about to protect natural resources Stating responsibilities or obligations people have with the environment

GET READY

Study time needed: 1 hour	Resources: English dictionary, pencil, guide and phone	Textbooks Links: - http://aprende.colombiaaprende.edu.co/es/node/94010 - <i>Way to go 7 Students book. Pages: 101</i> - <i>Way to go 7 Workbook. Pages: 35-37</i>
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LEARNING OBJECTIVES

- To share suggestions and responsibilities about to protect natural resources.
- To identify vocabulary related to the modal verbs must and should in order to

LEARNING STRATEGIES

- Read all the instructions.
- Look for unknown words in the dictionary and write them in your notebook.
- Identify and write similar words to



understand a text.

- To write a short paragraph describing how people don't care our natural resources.

Spanish.

- Pay attention to the examples to understand the activity.

ACTIVITIES

1. VOCABULARY TASKS (15 minutes)

a. Complete the statements (1-4) with the words from the Word Bank. look at the example

Word Bank

saltwater x2
freshwater x2
seas
snow covered mountains
lakes
rivers
source

1.Saltwater

1. Saline water, or ¹..., contains salt, so people and animals can't drink it. Our oceans and ²... are ³...
2. ⁴... is water that people and animals can drink. Some sources of ⁵... on our planet are ⁶... and ⁷...
3. The polar ice caps are also a big ⁸... of freshwater, but it is frozen water.
4. ⁹... also provide freshwater, but only when the snow melts and goes into the rivers, etc.

1. Saltwater

b. Match the environmental problems 1-5 with the definitions A-E. Look the example

<ol style="list-style-type: none"> 1. erosion <u>B</u> 2. water scarcity _____ 3. deforestation _____ 4. global warming _____ 5. pollution _____ 	<ol style="list-style-type: none"> A. Introduction of toxic substances into the environment. B. Soil loss because of wind and water. C. When there is not enough water to cover basic needs in a region. D. A rise in the average temperature of the Earth's atmosphere. E. The action of systematically cutting down trees to use the land for agriculture.
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c. Read the clues to complete the crossword. Look at the example

Clues

1. Water you can't drink because it's salty.
2. Large area of salt water.
3. Place where a river begins.
4. A large body of salt or fresh water surrounded by land.
5. Water that's not salty.
6. Frozen water in the shape of white flakes.
7. Natural flow of water of considerable length that crosses land and ends in the sea or ocean.



2. READING TASK (30 minutes)

a. Look at the imagen and organize the words to write some advice. Look the example

I You She He We We <u>they</u>	Should Shouldn't	Plant Separate Cut down be	Materials to recily them. A tree every year. Trees Cruel to animals
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1. Example: I shouldn't be cruel to animals



<https://pixabay.com/es/images/search/animal%20cruelty/>

2. _____



<https://media.istockphoto.com/photos/hands-cupped-together-holding-a-sprouting-tree-on-bokeh-back-picture-id157525673>

3. _____





<https://media.istockphoto.com/photos/man-cutting-trees-using-an-electrical-chainsaw-and-professional-picture-id470746249>

4. _____



https://cdn.pixabay.com/photo/2014/01/03/01/54/recycle-237874_960_720.jpg

b. Look at the imagen and organize the words to write obligations. Look the example

I
You
She
He
We
We
they

Must
Mustn't

Care
Put
Protect
Pollute

A stop of deforestation.
The environment.
The environment
Water to live.

1. Example: I must put a stop to deforestation.



https://cdn.pixabay.com/photo/2014/07/30/22/51/deforestation-405749_960_720.jpg

2. _____





https://cdn.pixabay.com/photo/2014/12/24/05/02/drop-of-water-578897_960_720.jpg

3. _____



https://cdn.pixabay.com/photo/2014/10/20/12/28/rubbish-495213_960_720.jpg

4. _____



https://cdn.pixabay.com/photo/2018/02/02/17/29/nature-3125912_960_720.jpg

d. Choose the correct option to complete the information. Look at the example.

1. You use **"should"** to give
 - a. **Recommendations**
 - b. Information
 - c. Obligation

Example: You use "should" to give recommendations

2. You use **"must"** to state
 - a. Recommendations
 - b. Information
 - c. Obligation
3. The correct negative form of should is
 - a. Shoul'nt
 - b. Shouldn't
 - c. Shouldn't
4. the correct negative form of must is
 - a. mustnt
 - b. mus'nt
 - c. mustn't

5. you _____ throw garbage into the rivers
 - a. Must
 - b. Should

- c. Mustn't
6. You _____ promote the care of the environment
- Must
 - Should
 - Mustn't

3. WRITING TASK (10 Minutes)

a. Read the following paragraph and write a similar one giving recommendations and state obligations to care for the environment.

We are human beings who must care for the environment to survive and we should hear all the recommendations to save our planet. We mustn't play with fire because we could start a fire. We must recycle in our houses, school, parks and different places from our town...

4. ASSESSMENT TASKS (5 minutes)

Read the information and choose an option according to your learning.

		Very well	Quite well	With difficulty
Vocabulary	I can identify vocabulary related to environmental issues.			
Grammar	I can make recommendations and obligations.			
Reading	I can understand short texts about environmental issues.			
Writing	I can write short paragraphs about environment.			

THIS IS THE END

Congratulations! It is an excellent work. Your enthusiasm and dedication are very important in this time. Continue practicing the vocabulary learned. Finally, I invite you to draw a place where you describe how you want the environment to be in a short paragraph.



USEFUL RESOURCES

In the next link you will find additional resources to get additional practice about the use of should and must

https://www.english-hilfen.de/en/exercises/modals/must_not.htm

<https://www.eslgamesplus.com/must-cant-modal-moonshot/>

<https://test-english.com/grammar-points/a2/should-shouldnt/>

<https://www.englishexercises.org/makeagame/viewgame.asp?id=1734>

ANSWER KEY

1. Vocabulary Tasks

- a.
1. Saltwater
 2. Seas
 3. Saltwater
 4. Freshwater
 5. Freshwater
 6. Lakes
 7. Rivers
 8. Source
 9. Snow covered mountain

- b.
1. B
 2. C
 3. E
 4. D
 5. A

- c.
1. Saltwater
 2. Sea
 3. Source
 4. Land
 5. Fresh water
 6. Snow

2. Language Tasks

- a.
1. I shouldn't be cruel to animals.
 2. I should plant a tree every year.
 3. I shouldn't cut trees.
 4. I should separate materials to recycle them.

- b.
1. I must put a stop to deforestation.
 2. I must protect water to live.
 3. I must care for the environment.
 4. I must not pollute the environment.

3. Writing Task

1. a
2. c
3. b
4. c
5. c



6. b

ORIENTACIONES FINALES PARA LOS PADRES DE FAMILIA

Cuando su hijo finalice las haya finalizado las actividades de la guía, verifique su aprendizaje por medio del siguiente test:

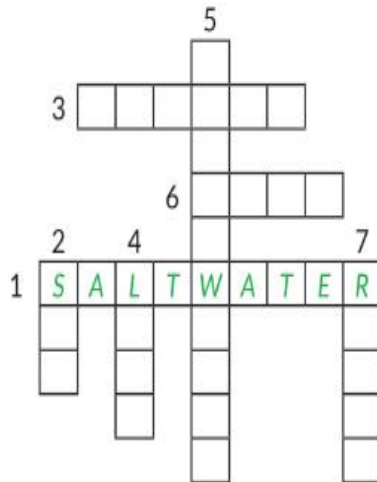
1. ¿Entendiste el objetivo de la guía? ¿Cuál es?
2. ¿Cuál actividad llamó más tu atención? ¿Por qué?
3. ¿Cuál fue la actividad que menos te agrado? ¿Por qué?
4. Menciona vocabulario que aprendiste en el desarrollo de la guía

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1. Read the clues to complete the crossword.



Clues

- 1. Water you can't drink because it's salty.
- 2. Large area of salt water.
- 3. Place where a river begins.
- 4. A large body of salt or fresh water surrounded by land.
- 5. Water that's not salty.
- 6. Frozen water in the shape of white flakes.
- 7. Natural flow of water of considerable length that crosses land and ends in the sea or ocean.

2. Read the following text. Underline the facts and circle the opinions.

Have you ever seen a snow-covered mountain? Well, this is quite easy to do in Colombia, but, according to recent studies, many snow-covered mountains will disappear in the next 30 years. The reason is global warming. Glaciers in these mountains are melting because the temperature has risen in the last decades. But, do you know why these mountains are important for us? Besides being beautiful and sacred, snow-covered mountains are water regulators. This is very important for the water cycle. The presence of snow guarantees we have water in our rivers. At the same time, snow reflects sunlight back to the atmosphere reducing warming effects on the planet. Snow-covered mountains are excellent indicators of climate change. If the atmosphere is cool, snow is present. On the contrary, if the atmosphere's temperature rises, snow melts. Some good news, at least for the Sierra Nevada de Santa Marta, came with Hurricane Matthew. The heavy rains and humidity created the perfect conditions to help the Sierra become white again. Let's hope this continues!





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1. Match the environmental problems 1-5 with the definitions A-E.

- | | |
|-------------------------|---|
| 1. erosion B | A. Introduction of toxic substances into the environment. |
| 2. water scarcity _____ | B. Soil loss because of wind and water. |
| 3. deforestation _____ | C. When there is not enough water to cover basic needs in a region. |
| 4. global warming _____ | D. A rise in the average temperature of the Earth's atmosphere. |
| 5. pollution _____ | E. The action of systematically cutting down trees to use the land for agriculture. |

2. Complete the first part of the text with the correct form of the verbs.

My Department, Guajira, is an environmentally affected region. We ¹ **have had** (have) many problems since the coal mining operations began. For many years now, we ² _____ (suffer) from a scarcity of water as this is a desert region. However, everything ³ _____ (become) worse since the mining industry started to use the rivers for its operations. Besides the water problems, the air is now polluted with tiny particles of coal which ⁴ _____ (make) people ill. Deforestation ⁵ _____ (become) another environmental problem. As the coal mine needed to expand its activities, more land was required and to do this, native vegetation ⁶ _____ (be) removed. Of course, this ⁷ _____ (contribute) to the water and soil erosion problem. In addition, the Department of Guajira is very windy, so this causes more soil erosion, especially on the coast.



3. Read the second part of the text. Choose the correct option to give advice.




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3.  **Write »** Complete the statements (1-4) with the words from the Word Bank.

Word Bank

saltwater x2
freshwater x2
seas
snow covered mountains
lakes
rivers
source

1. Saline water, or ¹..., contains salt, so people and animals can't drink it. Our oceans and ²... are ³...
2. ⁴... is water that people and animals can drink. Some sources of ⁵... on our planet are ⁶... and ⁷...
3. The polar ice caps are also a big ⁸... of freshwater, but it is frozen water.
4. ⁹... also provide freshwater, but only when the snow melts and goes into the rivers, etc.

4.  **Speak »** Work with a partner and talk about the sources of water where you live.

5.  **Read »** Read the article and choose the correct answers (1-4).

21st Century Skills
• *Creative Thinking*

• *Can you think of other ways to save water? Brainstorm ideas in groups.*

Water Is Life

All living things, humans, plants and animals, need water to survive. People need water for drinking, to produce food, clothing, energy and technology, and we also need water to stay clean and healthy. We use a lot of water, but unfortunately a lot of people haven't learned how to save water and use it efficiently. Did you know that we use more water for showering and washing our clothes than we do for cooking and drinking? Have you forgotten that a third of the world's population doesn't have access to freshwater? We