



Worksheet # 4

Ways to help the Environment



General objective:

To develop students' reading comprehension, interpretation and solution of problematic situations based on environmental issues.

Specific objectives:

- To build up vocabulary and familiarize yourself with expressions related to the environmental protection.
- To identify facts and important details of a text about conflict resolution.
- To interpret the author's intention.
- To use a graphic organizer to structure and comprehend information from texts.
- To reflect and discuss the importance of protecting the environment.

Before reading

1. Use the word bank to complete the graphic organizer. Then, label the pictures by putting the correct letter next to each one.

Learning strategy: Activating prior knowledge

Developed by Hader Fernando Jurado Arévalo 1

b
 This is the place where we live

c
 We drink it to survive

d
 They give us air

a
 We can breathe with it

e
 They share the world with us.

Word bank
 Earth
 Water
 Air
 Animals
 Plants







2. Choose the words from the chart to name the pictures.

Learning strategy: Associating words with images

Budget-	Garbage can/trash bin	Beverage container	Bulb
Appliances	Faucet	Wallet	Carpool
waste food	littering		

Developed by Hader Fernando Jurado Arévalo 2

				
	Budget			

3. Complete the sentences with the right words from exercises 1 and 2.

Learning strategies: Using words in context

- Our planet is called _____. It is the only one which has life in the universe.
- The plants provide humans beings _____ to drink and _____ to breathe.
- Some _____ are extinguished because human beings do not care about the environment.
- It is important to close the _____ to save water.
- You must turn off the _____ to save energy.
- You can carry your own _____ to drink coffee in some supermarkets.
- Do not _____. There are many hungry people who die from malnutrition.
- You must use _____ to place the garbage.

4. Look at phrasal verbs with the image and try to guess the meaning. Then, write the meaning.

Learning strategy: Guessing words

Get thrown



Cut down



End up



Get stuck



Look for



Take care



Walk out



lather up/soap up



5. Match the phrasal verbs to their synonyms . Using monolingual dictionary

Learning strategy: Inferring meaning.

- | | |
|----------------------------|----------------|
| a. Get thrown out <u>2</u> | 1. Go |
| b. End up _____ | 2. Litter |
| c. Get stuck _____ | 3. Care |
| d. Cut down _____ | 4. Soap |
| e. Lather up _____ | 5. Not to move |
| f. Look for _____ | 6. Search |
| g. Walk out _____ | 7. Finish |
| h. Take care _____ | 8. Reduce |

6. Read the situation. Then, match with the unscrambled pieces of advice to help our planet. Mother's rules at home to save money and protect the planet.

Learning strategy:
Using words in context.

- | | |
|--|---|
| 1. I do not close the faucet when I lather up | (walk out/has to/she/more/to reduce/pollution) |
| 2. My friend uses a lot of plastic bags. | (close/you/have to/the faucet/ water and money/ to save) |
| 3. Mary always drives her car and public transportation. | (Have to/we/take care/our planet.) |
| 4. we lose all the resources | f. <u>He does not have to cut down the spending of water</u>
(does not/ he/cut down/have to/the spending of water) |
| 5. I litter on the street. | (reuse/has to/he/the plastic bags/) |
| 6. George uses a little water. | (in a trash can/get thrown out/you/ garbage/ have to) |

Must/Mustn't-must not

Must: it is used to talk about rules.

Mustn't = Must not: these are negative forms

Example: *He must cut down the spending of water.*

While reading

7. Complete the text with *must/mustn't* on spaces.

Developed by Hader Fernando Jurado Arévalo 4

You have to help our planet. Our planet is called Earth. It is a rich place to live. There are many resources like: water, minerals, plants, animals, and air. Earth provides us with sustenance to live. Therefore, we _____ take care of it. We _____ waste resources because our lives can end. Therefore, protecting the environment _____ be an obligation for all. However, not everyone is aware of this situation on planet. Then, it is important to generate solutions to positively impact where we live. Thus, students recommend some possible solutions to protect the environment.

First, you _____ start biking instead of driving a car or using public transport service. It _____ help to reduce the air pollution. You can also save money for you. Second, you _____ walk out to reduce greenhouse gas emissions and to contribute to have a better lifestyle. Third, you _____ carry always your own plastic or fabric bag, and so to cut down the quantity of plastic and garbage in the ocean. As you _____ know plastic takes a long time to biodegrade. Besides, plastics bags end up in the oceans and animals sometimes die,

because they confuse plastic with food and eat it. Fourth, you _____ reduce food waste.

In this way, we _____ reduce the use of resources like water and energy and eventually change the use of destructive greenhouse gas called methane. People _____ throw away food that is still edible.

Fifth, you _____ have two cardboard boxes in each classroom and separate paper that we _____ use anymore with trash like: plastic bags, food packages etc.... paper _____ be kept in one box, some of it used again to print or it can be given to people to be recycled.

Finally, we _____ save water at home it is the clue to save our planet and money. We _____ close the faucet while you are brushing teeth and soaping up yourself. Additionally, when you are washing appliances you _____ close the faucet while you are lathering up them. The easiest way to protect the planet is _____ to _____ litter on the streets. You _____ look for a trash bin and throw garbage there.

8. Think about how you can protect our environment based on the previous reading.

Learning strategy: skimming

Two positive aspects to protect the planet

- _____
- _____

Two negative aspects that destroy the planet

- _____
- _____

9. Label the following paragraphs with the headings below. There is one more heading than you do not need

Learning strategy: "finding information about words" (Nation. 1990. P. 35)

Use Reusable Bags

Print as Little as Necessary

Recycle

save electricity

Use a Reusable Beverage Containers

Avoid Taking Cars or Carpool When Possible

Cars are harmful to the environment. Taking public transportation, walking, or riding a bike to class are better options that help the environment and your budget, as well as getting some exercise in!

If you are in a position where you need to use the plastic bags, reuse them the next time you go shopping, or use them for something else. Just do not be so quick to throw them out!

What can you do? Ask your teacher if you can bring a laptop or an e-reader to class so that you can download the reading onto that and read it from there. If not, print on both sides of the page to reduce the amount of paper used.

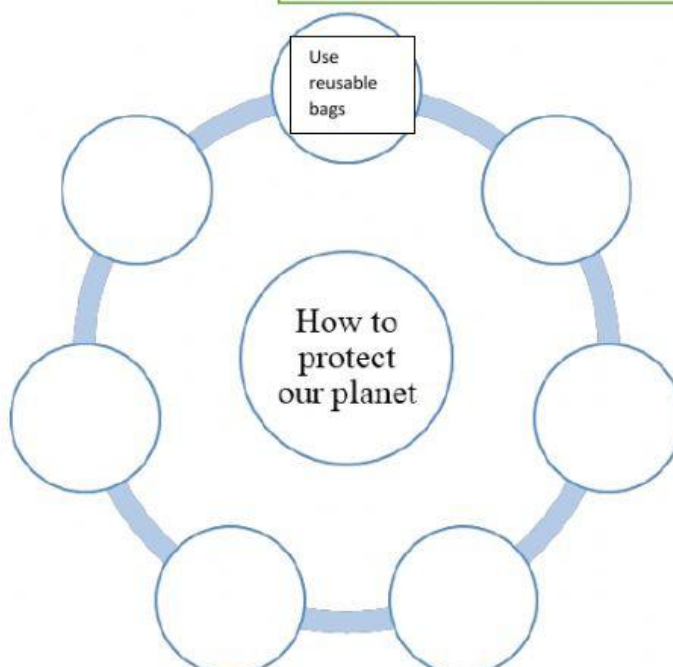
To recycle is to look for recycling cans near trashcans. Instead of throwing recyclables in the trash with your non-recyclables, make a point to take an extra step to locate recycling cans around your campus.

A lot of coffee shops even offer a discount to customers who use a reusable container for their drinks. Starbucks, as an example, offers a small discount for customers who do this. Saving the environment and money? Win-win.



10. Scan the following QR code on your cell phone or tablet and read the information. Then, work with a partner and complete the following graphic organizer with the main authors' intentions

Learning strategy: Using venn-diagram



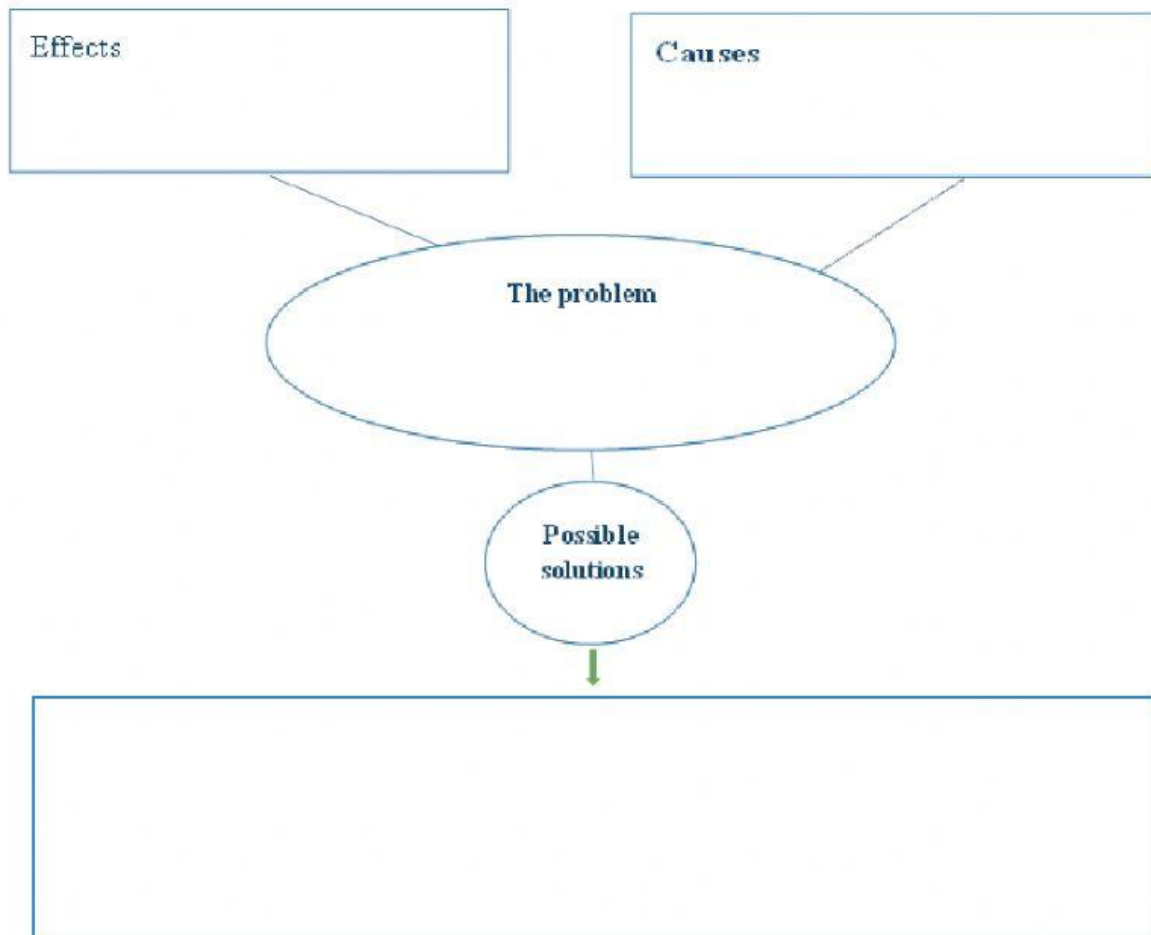
<https://www.fastweb.com/student-life/articles/eight-simple-ways-to-help-the-environment>

Developed by Hader Fernando Jurado Arévalo 6

After reading.

11. Write down the problem about our planet, what caused it to happen, and the effect they have. Then, list some ideas your classmates have to solve the problem with our environment.

Learning strategy: Using a cause/effect graphic organizer



Self-assessment worksheet Nr. 4

Worksheet Hoja de trabajo	It works well 	It can improve 
Materials Development		
The worksheet layout and the content were interesting and show novelty to me. <i>El formato de hoja de trabajo y el contenido fueron interesantes y novedosos para mí.</i>		
The worksheet made me feel relaxed and comfortable in the learning process. <i>La hoja de trabajo me hizo sentir tranquilo (a) y a gusto en el proceso de aprendizaje.</i>		
I could integrate prior knowledge and the new information through learning phases. <i>Pude integrar el conocimiento previo con nueva información a través de las fases de aprendizaje.</i>		
The activities were useful and important for my social context. <i>Las actividades desarrolladas fueron útiles e importantes para mi contexto social.</i>		
The learning strategies were appropriate to develop the activities. <i>Las estrategias de aprendizaje fueron apropiadas para desarrollar las actividades.</i>		
I felt motivated and challenged to develop the activities. <i>Me sentí motivado y retado a desarrollar las actividades.</i>		
Reading comprehension to achieve meaningful learning		
The learning phases proposed by teacher helped me comprehend the different readings better. <i>Las fases del aprendizaje propuestas por el profesor me ayudaron a comprender mejor las diferentes lecturas.</i>		
I could interpret, contrast and organize ideas and thoughts of the readings <i>Pude interpretar, contrastar y organizar ideas y pensamientos de las lecturas</i>		
Graphic organizers.		
I could understand the usefulness of the implementation of graphic organizers in the reading comprehension. <i>Pude entender la utilidad en la implementación de los organizadores gráficos en la comprensión de lectura.</i>		
I enjoyed working with graphic organizers because they helped me comprehend the texts. <i>Disfruté trabajando con los organizadores gráficos porque me ayudaron a comprender los textos.</i>		
I employed graphic organizers to structure and to order relationships in the information of the reading. <i>Empleo organizadores graficos para estructurar y ordenar las relaciones de información en el texto.</i>		

References.

- Breslouer, Lee. (18 de mayo de 2018). [Image]. Retrieved from <https://www.thrillist.com/eat/nation/food-waste-solutions-tips-save-money>
- NASA/Goddard Space Flight Center, The SeaWiFS Project and GeoEye, Scientific Visualization Studio. (28 de November de 2017). [Image]. Retrieved from <https://solarsystem.nasa.gov/resources/373/earth-our-living-planet/>
- Kumaraswamy, Rama. (25 de abril de 2018) [Image]. Retrieved from <https://www.pitara.com/science-for-kids/planet-earth-for-kids/the-truth-about-zoos/>
- National Cancer Institute. (1 de diciembre 1988). [Image]. Retrieved from: <https://en.wikipedia.org/wiki/Food>
<https://pngtree.com/free-png-vectors/litter>
- Fatieva, J. (04 de junio de 2016). [Imagen]. Retrieved from https://images.assetsdelivery.com/compings_v2/juliafatieva/juliafatieva1801/juliafatieva180100138.jpg
- Deeratanasrikul, Y. (6 de enero de 2002) [Image]. Retrieved from <https://thumbs.dreamstime.com/z/boy-taking-shower-bathroom-boy-taking-shower-bathroom-lot-soap-lather-rubber-duck-115633578.jpg>
<https://www.cannypic.com/free-vector/flat-carpool-vector-430789>