

“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

Estimados padres de familia: la presente guía de trabajo está diseñada para que su hijo la desarrolle en una hora de clase en su casa. Está centrada en el vocabulario del medio ambiente (environment) y consta de diferentes actividades relacionadas las cuales puede encontrar en el libro guía del MEN “Way to go 8th”. Las orientaciones a seguir son las siguientes para su mejor comprensión. Por favor revisen cada numeral en esta misma guía.

- **Actividad 1.1.1.** consiste en relacionar el vocabulario de la naturaleza con las imágenes que se presentan.
- **Actividad 1.1.2.** Señalar los verbos (1-7) con sus correspondientes definiciones (a-g). Seguir el ejemplo dado allí.
- **Actividad 1.2.1.** Leer el texto correspondiente y presten atención a las palabras subrayadas. Luego responden las preguntas.
- **Actividad 1.2.2.** En esta parte deben leer el párrafo y seleccionar las opciones correctamente para completar los espacios.
- **Actividad 2.1.** Leer un artículo, numerar los párrafos y responder algunas preguntas relacionadas con el texto.
- **Actividad 2.2.** Escribir un plan de acción para cuidar el medio ambiente incluyendo la gramática estudiada en la Guía.

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.

WELCOME TO THIS SELF-STUDY GUIDE

This English self-study guide helps you create an action plan to take care of the environment. All the activities are related to the topic “My ecological footprint” presented in Way to Go Student Book, Module 1 Unit 2. It starts with some vocabulary revision activities. Then, you have to answer some questions about the language used to describe plans (gerunds), do some tasks related to an article and end up writing an action plan to save the planet.



Topic	Skill(s)	Grammar	Vocabulary	Function(s)
My ecological footprint	Reading and Writing	Gerunds	Environment	Describing an action plan to take care of the environment

GET READY

Study time needed: 1 hour	Resources: English dictionary, cellphone, notebook, computer, Study Guide	Textbooks Links: Way to go 8 th Module 1 lesson 2, page 25 https://drive.google.com/file/d/11WHC1E99542U204WIA5xxm5VQ3iSN6St/view
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LEARNING OBJECTIVES

LEARNING STRATEGIES

<p><i>What will you learn/practise/reinforce with these activities?</i></p> <ul style="list-style-type: none"> To practice gerunds in sentences or phrases. To make inferences and find specific information in a text. To write an action plan to save the planet 	<p><i>What can you do to achieve the objectives?</i></p> <ul style="list-style-type: none"> Focus on keywords to match words and definitions. Apply the rules learned from previous exercises. Recognize words that are similar in Spanish
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ACTIVITIES

1. LANGUAGE TASKS (10 minutes)

1.1. Vocabulary

1.1.1. Check the Work Bank and label the images with the words. Follow the example given.

bottles	bins	soaps	conditioning	products
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a. Air _____



b. Cleaning _____



c. Recycling _____



d. Natural **s o a p s**



e. Plastic _____

1.1.2. Match the verbs (1-7) with their corresponding definitions (a-g). Follow the example given. (15 minutes)



Focus on keywords to match words and definitions. E.g. Care= protect

Verbs	Definitions
1. TAKE CARE OF g	a. make smaller or less in amount, degree, or size.
2. WASH _____	b. continue or cause to continue in a specified condition, position, etc.
3. KEEP _____	c. denoting or relating to products that are intended to be discarded after being used once or a few times.
4. REDUCE _____	d. leave one road in order to join another.
5. THROW AWAY _____	e. make available for use; supply.
6. PROVIDE _____	f. clean with water and, typically, soap or detergent.
7. TURN OFF _____	g. to protect a person or an object.



1.2 Grammar (10 minutes)

1.2.1. Read the text and pay attention to the underlined ideas. Then, answer the questions.

Tanacio, from Sierra Nevada

I live in a Kogui community in Sierra Nevada. I take care of the rivers in the mountains by using natural soaps to wash our clothes. Tourists can help to keep our rivers clean by not using polluting cleaning products when they visit us.



7*

A. We use preposition "by-ing"? to describe:

- a) Routines
- b) Steps
- c) Past events

B. When we use preposition "by", the following verb goes with:

- a) ing
- b) to

1.2.2. Read the paragraph and select the correct options to complete it. (10 minutes)



8*

Apply the rules from exercise 1.2.1



9*

My students and I want to change our lifestyles to reduce our eco-footprint. We decided to do three things. First, we are going to reduce possessions by (1) _____ the things to a charity, like old clothes, games and electronics that we don't use. We are also going to save water by (2) _____ rainwater to use on the school gardens. Finally, we are going to save energy by (3) _____ the lights when we aren't in the classroom. These actions will help our class reduce its eco-footprint and become more environmentally friendly. (Adapted from Way to Go 8, p. 25)

- | | | |
|-------------------|---------------|----------------|
| 1. a) to donate | b) donating | c) donate |
| 2. a) collect | b) to collect | c) collecting |
| 3. a) turning off | b) turn off | c) to turn off |



2. SKILL TASKS (15 minutes)

2.1. Reading

2.1.1. Read the article about eco-solutions given by kids from different parts of Colombia. Label the paragraphs with the expressions.



10*

Recognize words that are similar in Spanish. E.g. Oxigen = Oxígeno

Save energy Save water Reduce waste

Travelling Eco-footprint

Our ecological footprint follows us everywhere. When we travel, we have an impact on the places we visit. Even when we go on holiday, we still have a responsibility to be eco-friendly. Learn to be an eco-friendly traveller by following this advice from local kids.

a. _____
Tanacio, from Sierra Nevada

I live in a Kogui community in Sierra Nevada. I take care of the rivers in the mountains by using natural soaps to wash our clothes. Tourists can help to keep our rivers clean by not using polluting cleaning products when they visit us.



b. _____
Jerónimo from Palomino, Guajira

I help reduce waste in my community by recycling plastic bottles. When tourists come, they buy a lot of water and throw away the empty bottles. Tourists can help by putting their bottles in the recycling bins in our town.



c. _____
Mayra from Valledupar

Valledupar is very hot, so it's important to plant trees because they provide oxygen and shade. We all plant trees near the house because they keep the area cool. When you come to Valledupar, you can help by turning off the air-conditioning when you leave your hotel room.

11*

Taken from Way to Go 8 Unit page 25

2.1.2. Match the facts to the paragraphs. Write the numbers (1-3) in the blanks. (15 minutes)

1. The average time for a plastic bottle to biodegrade is about 450 years.	Paragraph a. _____
2. For every ton of recycled paper, we can save 17 trees.	Paragraph b. _____
3. There are about 35 rivers that come from the Sierra Nevada and they produce one hundred thousand million cubic metres of water.	Paragraph c. _____

2.1.3. Read carefully the text on page 25 (travelling eco-footprint) and answer the following questions. Choose the correct answer:

- A. What do people use to wash their clothes?
- a. scented soaps ()
 - b. Natural soaps ()
 - c. Liquid soaps ()
- B. How can tourists help reduce pollution in la Guajira?
- a. throw away the empty bottles. ()
 - b. Recycling their bottles ()
 - c. putting their bottles in the recycling bins ()
- C. What do people need to plant in Valledupar?
- a. Because they are cool. ()
 - b. because they provide oxygen and shade. ()
 - c. Because they are green ()

2.2. **Writing (15 minutes)**

Write an action plan to take care of the environment. Follow the example and don't forget to include the structure by -ing.




“Good morning everybody, I'm Miryam and I have an action plan to take care of the environment. I can save forests by planting trees; I can save water by taking a short time in the shower....”

Hello, my name is _____



3. ASSESSMENT TASK (10 minutes)

Read the statements and check your progress. Then, discuss some questions with your parents.

Check your progress!	 12*	 13*	 14*	Discuss with your parents, then answer the questions below
	Very well	Quite well	With difficulty	
I can identify different words related to the environment				Did you learn new words on this topic? Tell your parents which ones. _____
I can identify different ways to leave an eco-footprint				How can you save the environment? Tell your parents. _____
I can use gerunds (-ing) correctly in different texts.				How can you use gerunds (-ing) to describe a plan? _____

THIS IS THE END

Congratulations, you are a smart student. Continue practicing the vocabulary about the environment and how to propose action plans. You have learnt how to keep the environment save and identify the use of -ing or gerunds. Keep on studying with the following links.

USEFUL RESOURCES

On line English- Spanish dictionary

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

(8 ways to use the preposition by)

<https://www.englishclub.com/efl/articles/8-ways-to-use-the-preposition-by/>

Grammar (ing forms)

<https://www.youtube.com/watch?v=3AKXJbVu5sc&t=38s>

Eco-footprint Vocabulary

<https://www.youtube.com/watch?v=YdijV0vya5Y>

<https://englishgrammarhere.com/vocabulary/environment-vocabulary-list/>



ANSWER KEY

1.1. VOCABULARY:

- a. Air conditioning b. Cleaning products. C. recycling bins d. Natural soaps
e. Plastic bottles

1.1.2

1. (g) 2 (f) 3 (b) 4 (a) 5 (d) 6 (e) 7 (c)

1.2 GRAMMAR

1.2.1: A (a) B (a)

1.2.2: 1 (b) 2 (c) 3 (a)

2. SKILL TASK

2.1 Reading

2.1.1. Travelling eco footprint a) Save the water b) reduce waste c) save energy

2.1.2 paragraph a (2) paragraph b (1) paragraph c (3)

2.1.3 A (b) B (c) C (b)

ORIENTACIONES FINALES PARA LOS PADRES DE FAMILIA

Estimados padres de familia: Cuando su hijo o hija haya terminado las actividades propuestas en esta guía, verifique que todo esté completo y hágales preguntas de refuerzo como las siguientes:

- ¿Qué actividades se dificultaron para hacer y por qué?
- ¿Qué formas hay de reducir un poco la contaminación ambiental?
- ¿Tuviste en cuenta medir el tiempo propuesto para cada actividad?
- ¿Si ingresaste a los links propuestos por la docente? De qué trataban cada uno?
- ¿Qué nos recomiendas para aplicar en casa una buena técnica de reciclaje y cuidado ambiental?

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