

## “BEYOND THE CLASSROOM” ENGLISH SELF-STUDY GUIDE

School	_____	City	_____
Teacher's name	_____		
Student's name	_____		
Grade	8 <sup>th</sup>	Level	A1

### ORIENTACIONES PARA LOS PADRES DE FAMILIA

Queridos padres de familia, continuamos con el trabajo desde casa para salvaguardar el más precioso regalo, la vida. Por ello, le invitamos a que acompañe a su hijo (a) a realizar esta guía de trabajo en casa para reconocer y utilizar el tiempo pasado simple tanto de verbos regulares como irregulares, así como el vocabulario relacionado con el medio ambiente. El diseño de esta guía está basado en el libro del estudiante *Way to Go* 8 página 16 ejercicio 2. Se estima que su hijo (a) dedique aproximadamente 1 hora de trabajo desarrollando las siguientes actividades:

**Sección 1. Vocabulario:** encontrar en una sopa de letras palabras relacionadas con la deforestación ambiental y algunos verbos en pasado. Luego, clasificar las palabras en sustantivos y en verbos. En el caso de los verbos, debe clasificarlos a su vez de acuerdo a sus terminaciones para el pasado. Para tener más claridad en esta parte, se adjuntó al final de esta guía la lista de verbos irregulares en pasado.

**Sección 2. Lectura:** Leer el texto tomado y adaptado del libro del estudiante *Way to Go* página 16 ejercicio 2, para responder preguntas de comprensión seleccionando falso o verdadero para cada oración.

**Sección 3. Lenguaje:** reconocer los usos y estructura del tiempo pasado simple a través de preguntas de análisis y de transformación de oraciones de presente a pasado en inglés.

**Sección 4. Escritura:** diseñar un afiche en el cual cuente una historia corta sobre un problema conocido o cercano de deforestación ambiental. Para esto, su hijo pondrá en práctica el vocabulario y la estructura del tiempo pasado simple practicado en esta guía.

**Sección 5. Autoevaluación:** verificar su aprendizaje y comprensión de los contenidos a partir de la reflexión de su desempeño en el desarrollo de las actividades de esta guía.

Además, encontrará ejemplos de las respuestas para cada actividad resaltados en amarillo, así como recursos adicionales de apoyo que le permitirán tener práctica extra y aclaración del tema. No olvide que el aprendizaje es más efectivo si lo hacemos sin apuros. Le agradecemos su colaboración y acompañamiento en este proceso.

**iManos a la obra!**



## WELCOME TO THIS SELF-STUDY GUIDE

This self-study guide will help you to practice vocabulary related to deforestation and the simple past tense. All the activities are connected to the short reading found in the *Way to Go* student's book 8 page 16. You will develop some vocabulary activities, which will present vocabulary that you will find in the text; then, you will answer some reading comprehension questions and concept questions to discover grammar related to the past simple tense. Finally, you will design and share a poster to talk about experiences related to the environment. Let's have some fun!

Topic	Skill(s)	Grammar	Vocabulary	Function(s)
Environment	Reading Writing	Simple Past tense	Deforestation concerns Regular and irregular verbs	Talking about deforestation

## GET READY

<b>Study time needed:</b>  <b>1 hour</b>	<b>Resources:</b>  <i>Bilingual dictionary, notebook, pencil, colour pencils, markers, a piece of cardboard, photos/images of the environment taken from old magazines, PDF File of Way to Go student's book 8, Irregular verbs list from WTG 8<sup>th</sup> teacher's guide (page 380).</i>	<b>Textbooks Links:</b>  <a href="#"><i>-Way to Go student's book 8, Unit 1, Lesson 3, page 16, exercise 2</i></a>
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## LEARNING OBJECTIVES

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

- To recognize regular and irregular verbs in the past tense.
- To review vocabulary related to environmental deforestation.
- To create a poster that describes, through a short story, a case of environmental deforestation.

## LEARNING STRATEGIES

*What can you do to achieve the objectives?*

- Read the instructions for each task. Revise the sample answers highlighted in yellow.
- Look the new words up in a dictionary and write them on your English notebook.
- Use your prior knowledge to understand the text.
- Classify verbs in past according to the categories (regular/irregular)
- Follow the model text given to write your own.
- Ask your teacher for the list of verbs in past (Way to Go 8<sup>th</sup> teacher's guide page 380)



# ACTIVITIES

## 1. VOCABULARY TASKS (10 minutes)

A. Find these words in the word search.

Came - cried - tree - **destroyed** -  
 enjoyed - loved - forest - sat -  
 deforestation - saw - went - river -  
 - habitat - water - pollution



Y	S	H	U	E	T	U	K	F	O	R	E	S	T	W	F
E	P	Q	Y	Y	L	T	K	C	V	L	A	M	N	Y	T
C	E	P	O	L	L	U	T	I	O	N	E	K	O	U	J
T	D	Q	N	V	L	W	R	V	L	D	X	G	I	V	S
J	Y	N	Q	F	B	B	F	D	E	E	X	L	T	I	C
G	R	F	S	V	T	R	E	E	S	Y	O	H	A	Q	T
G	I	C	<b>D</b>	I	O	U	K	G	A	O	I	U	T	P	N
G	W	J	<b>E</b>	B	G	Y	J	N	T	J	A	L	S	N	E
M	N	D	<b>S</b>	N	M	L	N	S	H	N	M	U	E	U	W
A	S	E	<b>T</b>	J	L	O	Y	N	A	E	K	U	R	R	R
F	P	I	<b>R</b>	K	N	V	F	B	B	C	U	O	O	G	E
N	C	R	<b>O</b>	F	X	E	N	A	I	A	O	A	F	D	T
S	R	C	<b>Y</b>	R	S	D	M	M	T	C	E	X	E	I	A
K	X	K	<b>E</b>	R	N	X	H	U	A	A	O	K	D	S	W
C	A	N	<b>D</b>	S	B	Y	H	G	T	M	B	K	O	U	T
U	W	R	I	V	E	R	M	D	A	E	Y	K	S	A	W

B. Classify the words you found in the following categories.

Verbs		Nouns
Ended in Ed	Not ended in ED	
<b>Cried</b>	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____



## 2. READING TASK (15 minutes)

C. Read Silvio's story. Then, circle **true** or **false**.

2



### BEAR CRIES OVER LOST HABITAT

Silvio the bear loved living in the forest by the river. He enjoyed walking around the forest. One day Silvio went to a different part of the river to drink water and eat fruit from the trees. When he came back to his place in the forest, he saw something terrible. People had cut down his favorite trees. Silvio sat by the river and cried. Now Silvio would like to find another place to live, but he is not interested in living near humans because they destroyed his habitat.

*-Adapted from Way to Go, student's book 8<sup>th</sup> page 16*

- |   |      |              |
|---|------|--------------|
| 1. Silvio is a bear that lived in the city. | True | <b>false</b> |
| 2. Silvio lived happily in the forest.      | True | false        |
| 3. Silvio lost his place in the forest.     | True | false        |
| 4. Silvio found a better place to live.     | True | false        |
| 5. Silvio wants to live near humans.        | True | false        |

## 3. LANGUAGE TASKS (10 minutes)

D. Underline the correct option for each statement.

- The verbs underlined in the text are in **present** / **past** / **future**.
- The verbs ended in *ed* are **regular** / **irregular**.
- The verbs that do not end in *ed* are **regular** / **irregular**.
- Verbs go **before** / **after** the subject.
- The past tense is used to talk about actions that **are finished** / **are not finished**.

**E.** Turn the following sentences to past simple tense. Use the list of irregular verbs in past to help you.

1. We go to the river to see the birds singing. We went to the river to see the birds singing
2. They destroy the habitat of animals in my village. \_\_\_\_\_
3. I see many trees around my house. \_\_\_\_\_
4. She sits by the window to see the cars passing. \_\_\_\_\_
5. One day the green of nature comes back to my town. \_\_\_\_\_

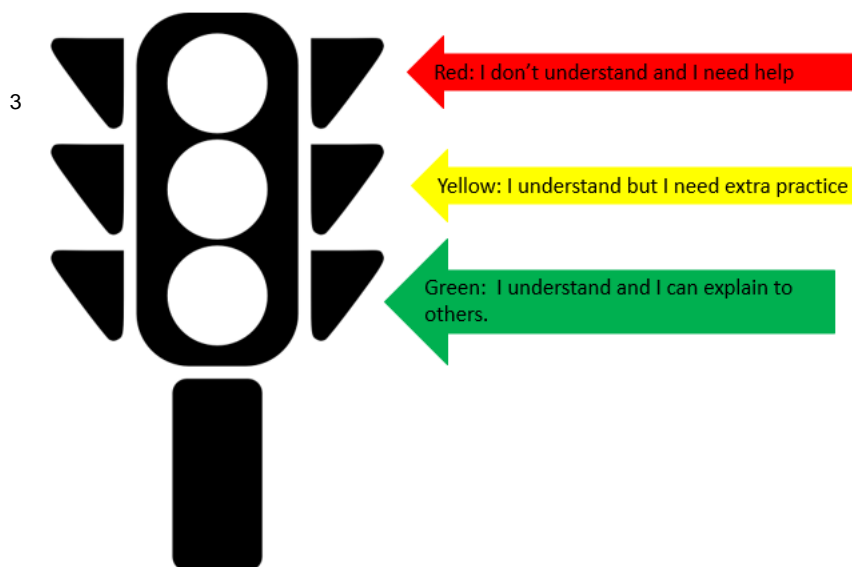
**4. WRITING TASK** (20 minutes)

**F. It's your turn!** Design a poster where you tell a story about a deforestation problem that happened in the place you live or a place you know. You can draw or cut pictures of magazines and use the vocabulary practiced in this lesson.

Once finished, take a photo of your poster and share it with your teacher and classmates in the English WhatsApp group. If you do not have internet connection, you can send it with all your activities to be posted by the teacher in the group. The best poster will have a surprise.

**5. SELF-ASSESSMENT TASK** (5 minutes)

-Now, color the traffic light according to how you feel about your understanding of the topics in this guide.



**THIS IS THE END**

Congratulations for your excellent job in this guide! Now you are able to recognize regular and irregular verbs in past and use them to tell a story about a deforestation problem. You have also designed an amazing poster using vocabulary about environmental problems. Take care of yourself and the environment around you!



### USEFUL RESOURCES

Online bilingual dictionary

<https://www.ldoceonline.com/es-LA/>

Exercises to practice regular and irregular verbs in the past

[https://www.english-hilfen.de/en/exercises\\_list/verbs.htm](https://www.english-hilfen.de/en/exercises_list/verbs.htm)

<https://agendaweb.org/exercises/verbs/past-simple-regular>

Vocabulary about deforestation

<https://www.vocabulary.com/lists/245895>

<https://quizlet.com/79910053/deforestation-vocabulary-flash-cards/>

### ANSWER KEY

#### 1. VOCABULARY TASKS

A.

F	A	Q	B	O	R	M	B	F	O	R	E	S	T	Z	K
G	N	O	E	A	Y	S	C	X	J	K	F	V	N	B	P
I	G	P	O	L	L	U	T	I	O	N	M	U	O	Y	Y
T	N	K	I	O	U	I	C	S	F	D	I	B	I	M	D
T	W	Z	Z	Y	R	H	B	C	S	E	A	S	T	Z	X
U	C	F	C	I	T	R	E	E	S	Y	K	S	A	A	T
J	J	B	D	F	Q	R	V	D	A	O	J	B	T	L	N
G	N	F	E	F	L	A	D	V	T	J	H	T	S	Q	E
Z	P	D	S	S	N	L	J	O	H	N	T	S	E	M	W
A	Y	E	T	C	W	O	V	U	A	E	L	Q	R	J	R
M	L	I	R	M	W	V	T	D	B	Z	A	Q	O	Z	E
A	U	R	O	T	Q	E	T	R	I	H	J	C	F	U	T
C	T	C	Y	P	W	D	U	K	T	C	G	K	E	Q	A
K	Q	T	E	Z	Q	P	G	C	A	A	P	Z	D	J	W
S	N	I	D	V	E	Y	A	E	T	M	B	E	Z	J	P
A	K	R	I	V	E	R	O	K	O	E	T	C	S	A	W

B.

Verbs		Nouns
Ended in Ed	Not ended in ED	
<u>Cried</u>	<u>Sat</u>	<u>Forest</u>
<u>Destroyed</u>	<u>Saw</u>	<u>Tree</u>
<u>Enjoyed</u>	<u>Went</u>	<u>Deforestation</u>
<u>Loved</u>	<u>Came</u>	<u>Water</u>
		<u>Pollution</u>
		<u>Habitat</u>
		<u>River</u>

#### 2. READING TASKS

- C. 1. False    2. True    3. True    4. False    5. False

#### 3. LANGUAGE TASKS

- D. 1. past    2. regular    3. irregular    4. after    5. are finished

- E. 1. We went to the river to see the birds singing.  
 2. They destroyed the habitat of animals in my village.  
 3. I saw many trees around my house.  
 4. She sat by the window to see the cars passing.  
 5. One day the green of nature came back to my town.



## ORIENTACIONES FINALES PARA LOS PADRES DE FAMILIA

Gracias por su colaboración y acompañamiento en el desarrollo de esta guía. Ahora le invitamos a verificar la comprensión del tema haciéndole las siguientes preguntas a su hijo (a):

1. ¿Cuál fue la actividad que más disfrutaste realizando? ¿Por qué?
2. ¿Cuál actividad te pareció más difícil? ¿Por qué?
3. ¿Fueron claras las instrucciones dadas en cada una de las actividades?
4. ¿Cuánto tiempo te tomó desarrollar la guía?
5. Dime algunos verbos en pasado en inglés.
6. ¿Empleaste algunos de los recursos sugeridos en la sección USEFUL RESOURCES?

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### APPENDIX

#### Way to Go 8<sup>th</sup> Teacher's guide page 380 – Irregular verbs list

IRREGULAR VERBS LIST			IRREGULAR VERBS LIST		
become	became	become	let	let	let
begin	began	begun	lie	lay	lain
bite	bit	bitten	lose	lost	lost
blow	blew	blown			
break	broke	broken	make	made	made
bring	brought	brought	mean	meant	meant
build	built	built	meet	met	met
buy	bought	bought			
			pay	paid	paid
catch	caught	caught	put	put	put
choose	chose	chosen			
come	came	come	quit	quit	quit
cost	cost	cost			
cut	cut	cut	read	read	read
			ride	rode	ridden
do	did	done	ring	rang	rung
draw	drew	drawn	rise	rose	risen
drink	drank	drunk	run	ran	run
drive	drove	driven			
			say	said	said
eat	ate	eaten	see	saw	seen
			sell	sold	sold
fall	fell	fallen	send	sent	sent
feed	fed	fed	set	set	set
feel	felt	felt	shake	shook	shaken
fight	fought	fought	shut	shut	shut
find	found	found	sing	sang	sung
fly	flew	flown	sit	sat	sat
forget	forgot	forgotten	sleep	slept	slept
forgive	forgave	forgiven	speak	spoke	spoken
			spend	spent	spent
get	got	got	steal	stole	stolen
give	gave	given	sweep	swept	swept
go	went	gone	swim	swam	swum
grow	grew	grown			
			take	took	taken
have	had	had	teach	taught	taught
hear	heard	heard	tear	tore	torn
hide	hid	hidden	tell	told	told
hit	hit	hit	think	thought	thought
hold	held	held	throw	threw	thrown
hurt	hurt	hurt			
			understand	understood	understood
keep	kept	kept			
know	knew	known	wake	woke	woken
lay	laid	laid	wear	wore	worn
leave	left	left	win	won	won
lend	lent	lent	write	wrote	written



## LINKS OF IMAGES

1. Image retrieved from <https://freesvg.org/happy-boy-vector-image> with a free for commercial use license.
2. Ministerio de Educación Nacional (2016). Way to go! 6th Grade Student's book. Bogotá D.C. – Colombia. P. 16. Retrieved from [www.colombiaaprende.edu.co/colombiabilingue](http://www.colombiaaprende.edu.co/colombiabilingue).
3. Image retrieved from <https://freesvg.org/traffic-semaphore-silhouette-vector-image> with a free for commercial use license.