



"BEYOND THE CLASSROOM" ENGLISH SELF-STUDY GUIDE

School _____

City _____

Teacher's name _____

Student's name _____

Grade _____

8th

Level _____

A2

ORIENTACIONES PARA LOS PADRES DE FAMILIA

Apreciados padres de familia y/o acudientes:

Esta guía de aprendizaje de Inglés para el trabajo en casa se preparó con el fin de ayudar a su hijo(a) a reconocer el vocabulario relacionado con el medio ambiente y expresar deseos para tomar acciones de solución de manera oral y escrita. Su hijo(a) deberá dedicar 2 horas para desarrollar toda la guía. El trabajo aquí descrito se relaciona con las páginas 10, 11 y 12 del libro del estudiante Way to Go 8, que está disponible en la plataforma de Colombia Aprende.

Vocabulary. Deben relacionar las imágenes de problemas ambientales, con las expresiones en el banco de palabras. En el ejercicio b, deben elegir la opción correcta.

Reading: Su hijo(a) encontrará dos ejercicios de comprensión sobre la conversación entre Belkis y Yuranny. En el ejercicio a, debe responder verdadero o falso y en el b, hacer un dibujo que represente cada oración

Language awareness: En esta actividad su hijo(a) analizará unas oraciones tomadas de la conversación del ejercicio de lectura y responderá las preguntas o elegirá la respuesta correcta.

Listening: El ejercicio se basa en la pista 2. En el primer ejercicio se marcan las imágenes con las expresiones en el cuadro. En el segundo, se relaciona las imágenes con las conversaciones.

Speaking: Con esta actividad su hijo(a) practicará las habilidades comunicativas de manera oral. Deben completar las acciones humanas con las expresiones del recuadro. Luego, con un compañero, crean una conversación abordando los problemas ambientales que elijan y lo que les gustaría o no hacer para ayudar a solucionarlos. Deben enviar la conversación al docente por WhatsApp. Se pueden basar en los ejemplos allí descritos.

Writing: Deben escribir un párrafo sobre un problema ambiental que observe en su comunidad y las acciones que les gustaría tomar para solucionarlo. Utilice el mapa mental para anotar ideas y organizar su texto.

Esperamos que su hija(o) a través del desarrollo de las actividades propuestas adquiera y mejore el uso del vocabulario relacionado con el medio ambiente presentado de manera oral y escrita en esta guía; esperamos su buena disposición y colaboración al momento en que su hija(o) desarrolle las actividades propuestas, recuerden que es de suma importancia su ayuda en el proceso académico de su hija(o) y que estamos muy alegres de que se involucren tanto como nosotros en este viaje de saber, aprender y conocer, gracias.



WELCOME TO THIS SELF-STUDY GUIDE

This self-study guide helps you to practise vocabulary about the environment in written and oral form. All the activities are related to the topic Human actions and the environment, presented in Way to Go 8 Module 1 Unit 1 lesson 1. It starts with some vocabulary revision activities. Then, you have to fill in some gaps, then answer will analyze the structure and it ends up with speaking and writing activities.

Topic	Skill(s)	Grammar	Vocabulary	Function(s)
Eco -life	Speaking, listening, reading and writing	Would like / present simple	Environmental problems	Expressing desire, describing human actions and environmental impact

GET READY

Study time needed: 2 hours	Resources: <i>English dictionary, notebook, pencil, eraser, mobile phone, PDF file of Way to Go Students Book 8.</i>	Textbooks Links: - <i>Way To Go students book 8, pages 10,, 11 and 12</i> - WTG SB 8.pdf
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LEARNING OBJECTIVES

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

- To use vocabulary related to environment and environmental issues
- To express desire and interest in local environmental issues.
- To describe human actions that affect the environment.

LEARNING STRATEGIES

What can you do to achieve the objectives?

- Read the instructions for each activity.
- Use a dictionary only if it is absolutely necessary.
- Use your prior knowledge and try to infer the meaning. You should not translate word by word.
- Look at the examples given in each activity
- Write on your notebook any "new" learning points discovered.
- Use the models given to do your own task.
- Use the expressions and vocabulary learnt to recognize human actions in the environment.

ACTIVITIES

1.Vocabulary (10')

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

Word Bank

soil pollution water pollution
 illegal mining air pollution
 deforestation

Eco life

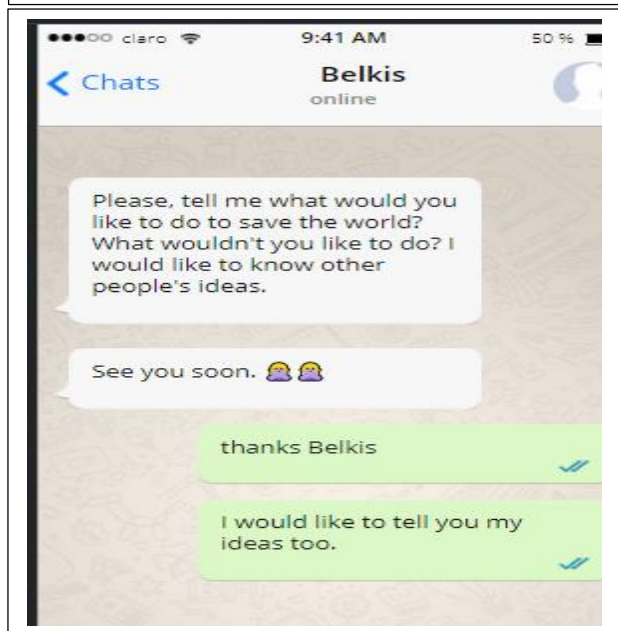
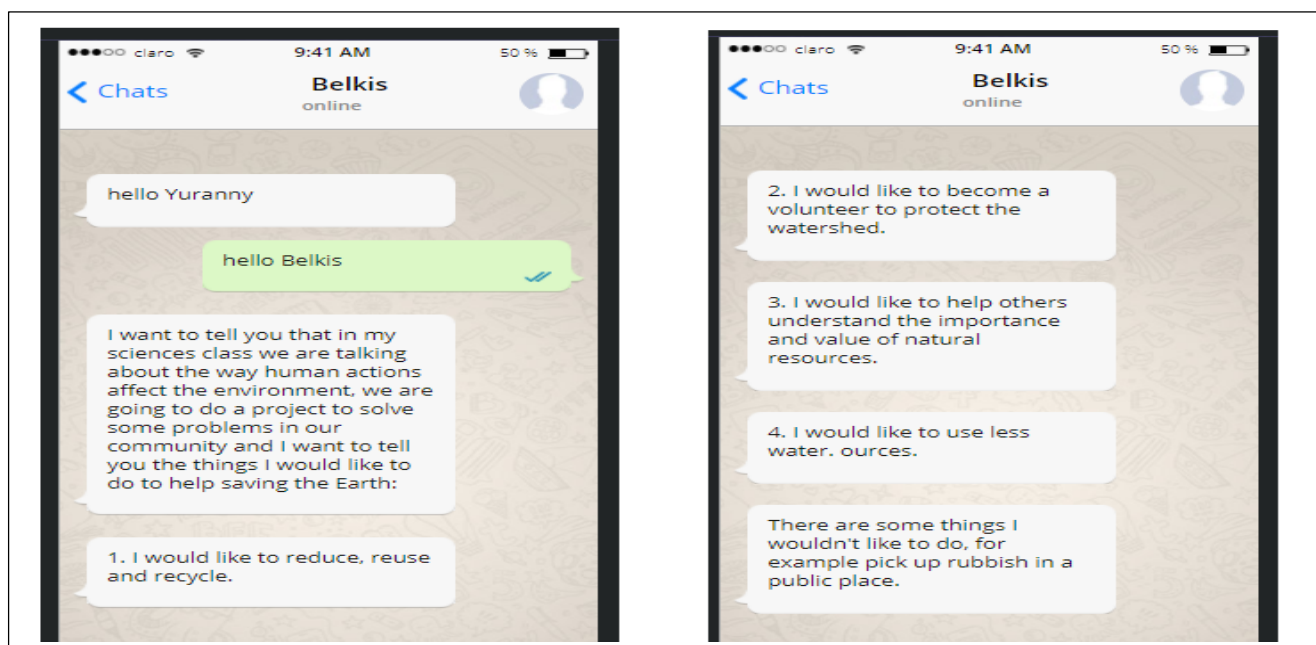
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I'm concerned about ...

B. Choose the correct answer:

1. The word "pollution" means: a. Contamination b. Purity c. clean
2. The word "deforestation" refers to: a. Plant trees b. Erosion c. water plants
3. The vocabulary above refers to environmental problems caused by:
 - a. The Earth b. Human beings c. animals

2. READING TASKS. (20') Read the conversation between Belkis and Yuranny.



READING COMPREHENSION Write True or False:

1. Belkis and her classmates want to do a project to protect the environment.
TRUE _____ FALSE _____
2. Belkis would like to pick up garbage in public places.
TRUE _____ FALSE _____
3. Yuranny would like to use less water.
TRUE _____ FALSE _____
4. Teacher and students are working together.
TRUE _____ FALSE _____
5. Maths teacher would like to do a project with students.
TRUE _____ FALSE _____
6. Reduce, reuse and recycle are good ways to protect the environment.
TRUE _____ FALSE _____

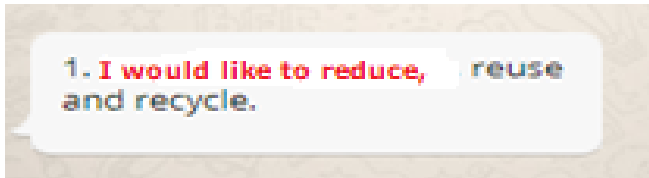


B. In your notebook, draw a picture for each statement:

1. I would like to reduce, reuse and recycle
2. I would like to help others understand the importance and value of natural resources.
3. There are some things I wouldn't like to do, for example pick up rubbish in a public place.

LANGUAGE AWARENESS (20')

A Look at the sentences from the conversation between Belkis and Yurany and choose the correct option.



- 1 Do the sentences in red express?
a. Wishes and desire b. Invitation c. Offers
- 2 *I would like to* is a less formal way to say:
a. I want to b. I wanted to
- 3 How do we form sentences using "would like to"?
a. Subject + Would like + Verb
b. Subject + would like + to + verb
c. Subject + Would + likes + to

B. Choose the correct answer:

1. I would like _____ the rivers.
a. to clean b. Cleaning c. clean
 2. What _____ you like to do to help saving the environment?
a. Does b. Would c. can
 3. I _____ like to organize a petition, I think it's not useful.
a. Would b. Do c. wouldn't
- 2 Circle the mistake in each sentence:
- 1 My sister wouldn't to like save abandoned animal.
 - 2 I would like design a website.
 - 3 My teacher would likes to do a project.



Listening (15')

a. Label the photos with the expressions in the box. (your teacher will send you an audio with the conversations. Track 2)

organize and sign a petition	go on a demonstration
create an environmental newsletter	volunteer to plant trees



a. _____ b. _____ c. _____ d. _____ 2

b. Listen again and match the photos with the conversations.

Conversation 1 ___ Conversation 2 ___ Conversation 3___ Conversation 4 ___

SPEAKING (30')

- a. Complete the human actions with expressions from the Word Bank.
- b. Discuss your environmental concerns with a partner.

Word Bank

dump waste
 produce fumes
 extract metals and minerals
 cut down trees
 use pesticides

People a. cut down trees

Farmers b. _____

Cars and industries c. _____

Factories d. _____

Mining companies e. _____

NOTE: Work with a partner. Discuss the environmental issues and the things you would like to do and the things you would not like to do. Record the conversation, and send it to your teacher through WhatsApp.

- Follow the example as in the conversation below (this is an example, yours can be shorter)

A: hello, Juan

B: hello Paola

A: I **would like to** ask you about environmental problems?

B: sure, what **would you like to** know?

A: I'm worried about waste; in my town many people dump waste in the streets.

B: oh, that's terrible! **Would you like to** do something?

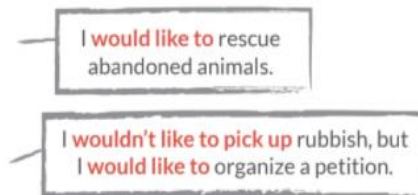
A: Yes, **I would like to** talk to them and show them how to throw garbage appropriately. ⁴

B: That is a good idea, but I think people **wouldn't like to** have a speech about it, what if we create some posters showing how to throw garbage around the town.

A: nice! Bring your materials and meet me at home

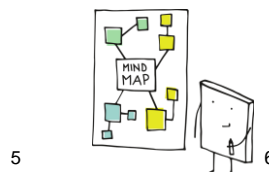
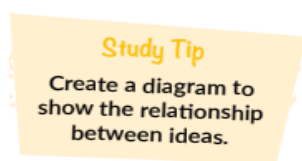
B: ok, see you in a moment.

A: bye



Writing (25')

- a. Create a mind map to show how some human actions affect the environment negatively in your community or school. You can use C-map tools to create your mind map or follow the example in the photo.



- b. Write a short paragraph using the mind map in exercise A and the prompts;




- See the example given: Topic: water pollution

I would like to talk about water pollution in my town. I'm concerned about the Sumapaz River. There are a lot of issues related to it; first mining, it implies that many fish die, second dump waste, many people throw garbage around and into the river, and third

Due to the previous reasons I would like to.....(give solutions to the problems)

1. ASSESSMENT TASKS (10')

Tick the box according to your level of achievement.

Check your progress	VERY WELL  7	QUITE WELL  8	WITH DIFFICULTY  9
I can use vocabulary related to environment and environmental issues.			
I can express desire and interest in local environmental issues.			
I can describe human actions that affect the environment.			



THIS IS THE END

Congratulations, you can do amazing things. Continue practicing the vocabulary about environment and expressing human actions and environmental issues. You can check the useful resources as well.

USEFUL RESOURCES

- [Way to go 8 students' book WTG_SB_8.pdf](#)
- <https://www.englishexercises.org/makeagame/viewgame.asp?id=1569>
- https://www.examenglish.com/grammar/A2_would_like.htm
- <https://oceanservice.noaa.gov/ocean/earthday.html>

ANSWER KEY

LANGUAGE TASK

Vocabulary:

- A. a. Air pollution, b. Water pollution, c. soil pollution, d. Deforestation, e. Illegal mining
 B. 1. a 2. b 3. b

SKILLS TASKS

Reading:

- a. 1. True, 2. False, 3. False, 4. True, 5. False, 6. True
 b. The students should draw each statement.

Language awareness

- a. 1. A 2.a 3. b
 b. 1. A 2 b 3. C 4.

1. My sister wouldn't **to like** save abandoned animal.
2. I would **like design** a website.
3. My teacher would **likes** to do a project.

Listening:

- a. **A.** go on a demonstration **b.** volunteer to plant trees **c.** organize and sign a petition **d.** create an environmental newsletter
 - **Conversation 1 – c, Conversation 2 – b, Conversation 3 – d, Conversation 4 – a**

Speaking:

- a. a. cut down trees b. use pesticides c. produce fumes d. dump waste e .extract metals and minerals
 b. Follow the example in the conversation:

A: hello, _____

B: hello, _____

A: I **would like to** a _____?

B: sure, what **would you like to** _____?

A: I'm worried about waste, in my town many people dump waste in the streets.

B: oh, that's terrible! **Would you like to** _____?

Writing: Students' own answers.



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?
- Enséñame cómo se dicen en inglés algunas de las palabras que aprendiste.
- Enséñame cómo se habla del medio ambiente en inglés.
- Enséñame cómo se responden esas preguntas sobre el medio ambiente en inglés.
- ¿Cuánto tiempo te tomó desarrollar toda la guía?
- ¿Qué recursos utilizas?
- ¿Qué actividad te gustaría encontrar en la siguiente guía?

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LINKS OF IMAGES

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