



## "BEYOND THE CLASSROOM" ENGLISH SELF-STUDY GUIDE

School

City

Teacher's name

Student's name

Grade

6th

Level

A1

### ORIENTACIONES PARA LOS PADRES DE FAMILIA

Esta guía de aprendizaje está diseñada para trabajar en casa y continuar el aprendizaje de inglés de su hijo(a) con apoyo de sus familiares. El objetivo de la misma es presentar y practicar vocabulario relacionado con la protección al medio ambiente. Para ello, su hijo deberá invertir una hora para su desarrollo y contar con los materiales sugeridos en la casilla de recursos, entre ellos el libro o el archivo PDF del texto Way to Go 6th. Trabajaremos la página 93 del módulo 3 del libro.

- La **actividad 1** está proyectada para el reconocimiento de vocabulario relacionado con el cuidado del medio ambiente en casa (1.1, 1.2)
- La **actividad 2** incluye comprensión de lectura, donde su hijo practicará el vocabulario aprendido en actividad 1 (2.1, 2.2, 2,3)
- La **actividad 3** se enfoca en la habilidad *Speaking* (habla o producción oral) mediante la creación de un podcast.

Invitamos a los padres a realizar el acompañamiento y supervisión con sus hijos en el desarrollo de las actividades. Todo esto, podrá ser verificado en la sección de self-assesment donde los estudiantes evaluarán su proceso de aprendizaje.

### WELCOME TO THIS SELF-STUDY GUIDE

This self-study guide revises the lexical competence related to environment protection. For developing this guide, you need to explore the page 93, module 3 of the textbook "Way to Go", 6th grade. Read carefully the instructions for each activity and notice the new expressions in context. Besides, you could explore the other resources listed at the end of the document.



Topic	Skill(s)	Grammar	Vocabulary	Function(s)
WE PROTECT THE ENVIRONMENT	READING & SPEAKING	MODAL VERBS (should / shouldn't)	ACTIONS AND OBJECTS AT HOME	Talk about ways to help and protect the environment

### GET READY

<p><b>Study time needed:</b></p> <p><b>1 hour and 50 minutes</b></p>	<p><b>Resources:</b> Way to Go 6th grade, notebook, dictionary, pencil, eraser.</p>	<p><b>Textbooks Links:</b></p> <ul style="list-style-type: none"> <li>- <a href="https://drive.google.com/file/d/1sroHuDVqB3YpL6ztL5hn3ViweAmR5oc6/view">https://drive.google.com/file/d/1sroHuDVqB3YpL6ztL5hn3ViweAmR5oc6/view</a></li> <li>- Way to go 6th, module 3, page 93, exercise 2.</li> </ul>
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LEARNING OBJECTIVES	LEARNING STRATEGIES
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<p><i>What will you learn/practise/reinforce with these activities?</i></p> <ul style="list-style-type: none"> <li>• To identify actions to protect the environment in a reading.</li> <li>• To give advice about the ways to protect the environment through a "podcast".</li> <li>• Describe what some relatives do to save the environment.</li> </ul>	<p><i>What can you do to achieve the objectives?</i></p> <ul style="list-style-type: none"> <li>• Follow the instructions step by step.</li> <li>• Notice and write down the new vocabulary.</li> <li>• Associate the new vocabulary with your own context.</li> <li>• Circle or highlight key words with a bright color.</li> <li>• Before recording your audio, practise reading out loud.</li> <li>• Share with your relatives words you learnt.</li> </ul>
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### ACTIVITIES



#### 1. LANGUAGE TASKS *(vocabulary & grammar tasks)*

**1.1** (15 min) Look for the following environmental objects at your home. Choose one room where you can find them, write the number and circle the things (if possible) in the picture below. More than one word could be in one room. *Look at the example (#3).*

1. rubbish    2. light bulbs    3. ~~water~~    4. tap  
 5. air-conditioning    6. bags    7. lamps  
 8. car    9. gas    10. energy



**1.2** (15 min) Read the information and write the numbers of the sentences according to what is good and what is bad for the environment. Follow the example and be aware of the images and colors on the chart to understand the difference.

WE SHOULD 	WE SHOULDN'T 
...3... - ..... - ..... - ..... - .....	..... - ..... - .....
<ol style="list-style-type: none"> <li>1. Separate the rubbish and recycle</li> <li>2. Walk or use bicycle when possible</li> <li>3. <del>Use energy saving light bulbs</del></li> <li>4. Waste water</li> <li>5. Turn off the water tap when you don't need it</li> <li>6. Use the air-conditioning all the time</li> <li>7. Spend a lot of time in the shower</li> <li>8. Use the air conditioner only when you need it</li> </ol>	

**SHOULD**= We use it to give positive advice or to say that something it's a good idea. E.g. "you **should** save water".

**SHOULDN'T**= We use it to give negative advice or to say that something it's a bad idea. E.g. "you **shouldn't** use the light bulbs when it is not necessary".





## 2. SKILLS TASKS *(reading & speaking tasks)*

*Reading* - Read the following text about Carlos' family and underline the studied words in previous activities.



Hi, my name is Carlos, I live in a beautiful house with a great family. My mom is Lucia, my dad is Oscar, my sister is Isabel, my brother is Camilo and my dog is Zeus. We enjoy doing chores at home; my mom likes a very clean house. She teaches us about the importance of protecting the environment. We recycle the rubbish; we put it in the correct can with black or white bags to help recyclers see what's useful or what's not. However, my brother is a little lazy, his bedroom is a complete mess; he throws

papers and plastic bags on the floor, he never turns off the tap when he brushes his teeth. Despite this, my brother saves energy using the air-conditioning only when he needs it. My dad says that it is necessary to turn off the light bulbs, and he is always looking after it. My sister likes to spend a lot of time taking a shower so my mom gets angry, and says the water is a treasure (and gas is expensive). We have a small garden where I like to grow some plants, they provide us oxygen, and they're so nice to look at.

**2.1** (5 min) According to the reading about Carlos' family. Decide if the following sentences are true (T) or false (F)

1. Carlos lives with his parents, sister, brother and a pet. T
2. Carlos' sister throws papers and plastic bags on the floor. \_\_\_\_\_
3. Water is a treasure thing for Carlos' mother. \_\_\_\_\_

**2.2** (10 min) Now scan the text to answer: What items related to environmental protection or degradation are mentioned in the text?

- |                   |          |
|-------------------|----------|
| a. <u>rubbish</u> | b. _____ |
| c. _____          | d. _____ |
| e. _____          | f. _____ |

**2.3.** (15 min) Complete the chart according to the text. Write a piece of advice for each environmental aspect in the chart. Use the information you find in the text and what this family does for giving your advice in both columns.



ENVIRONMENTAL ASPECTS	SHOULD	SHOULDN'T
RUBBISH		
WATER		
AIR-CONDITIONING		
LIGHT BULBS		
PLANTS		




*Speaking* - (10 min) Create a one or two minutes-long podcast (audio file) telling us how your family protects the environment at home and giving advice to other families about ways to save the environment.



Don't forget to practice the reviewed vocabulary and use the structures and expressions to give advice!

### 3. ASSESSMENT TASK (5 min)

Put a tick on each item according to your progress

Check your progress	 Well	 Quite well	 With difficulty
I can talk about actions to protect the environment			
I can use should and shouldn't to give advice			
I can recommend good environmental actions to my family			



### THIS IS THE END

Congratulations! You have done an incredible work, keep on learning how to protect the environment and give advice to your loved ones and friends. You are an inspiring student. Don't hesitate to tell us how you liked this self-study guide.

### USEFUL RESOURCES

Word game to learn environment vocabulary

<https://learnenglishkids.britishcouncil.org/word-games/environment>

Explanation and exercises to give advice - should/shouldn't

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

### ANSWER KEY

**1.2.** should: 1, 2, 3, 5, 6, 8 - shouldn't: 4, 6, 7

**2.1** 1 T 2 F 3 T

**2.2** rubbish - plastic bags - paper - bags - energy - air-conditioning - water - light bulbs - oxygen

**2.3** Answers may vary

### ORIENTACIONES FINALES PARA LOS PADRES DE FAMILIA

Por favor responder las siguientes preguntas sobre el desempeño de hijo(a) a partir del acompañamiento durante el desarrollo de la presente guía.

1. ¿Evidenció alguna dificultad durante el desarrollo de las actividades? **SÍ-NO**  
En caso de responder afirmativamente ¿Cuál o cuáles?

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2. ¿Considera que su hijo(a) se apropió del vocabulario presente en esta guía? ¿Por qué?

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