



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

<b>School</b>	_____	<b>City</b>	_____
<b>Teacher's name</b>	_____		
<b>Student's name</b>	_____		
<b>Grade</b>	SIXTH	<b>Level</b>	A1

### ORIENTACIONES PARA LOS PADRES DE FAMILIA

Esta guía de aprendizaje de inglés para el trabajo en casa se preparó con el fin de ayudar a su hijo a practicar, dando y recibiendo instrucciones sobre el cuidado del medio ambiente desde la casa. Su hijo(a) dedicará 1,5 horas aproximadamente para desarrollar toda la guía. La guía se desarrolla con las actividades planteadas en el libro de ejercicios **Way to Go student book 6**, módulo 3, unidad 1; **Way to Go Workbook 6**, módulo 3, unidad 1, página 31.

#### TAREAS DE VOCABULARIO

- **Actividad 1:** Esta actividad trabaja a través de un ejercicio de emparejamiento de los lugares de la casa y las palabras correspondientes.
- **Actividad 2:** Su hijo, clasificará los muebles de la casa, según el lugar donde ellos se encuentran.
- **Actividad 3:** Actividad de refuerzo adicional completando las oraciones, teniendo en cuenta los nombres de los muebles de la tabla anterior.

#### TAREAS DE LECTURA

- **Actividad 1:** El estudiante responde las preguntas acerca del texto de la casa de Camila “esta es mi casa”
- **Actividad 2:** Invita al estudiante a responder, si cada oración sobre la casa de Camila es falsa o verdadera, colocando **T** si la oración es verdadera o **F** si la oración es falsa.

#### TAREA DE LENGUAJE:

El estudiante responde las preguntas, teniendo en cuenta las oraciones subrayadas en el texto de la casa de Camila. En la **actividad A**, se deben completar los espacios con la forma correcta: **There is/there are** (hay). En la **actividad B** se deben observar las estructuras de las oraciones para definir el uso de las mismas.

#### TAREAS DE ESCRITURA Y HABLA:

- a. Se invita al estudiante a escribir un párrafo sobre su casa, teniendo en cuenta las preguntas que allí aparecen y la estructura del texto “esta es mi casa”, estudiado anteriormente.
- b. El estudiante hará una breve descripción, utilizando vocabulario y lenguaje vistos en esta guía. Luego realizará un collage creativo, utilizando material reciclable en casa para representar su casa. (cartón, revistas periódico, etc.)
- c. Finalmente, el estudiante graba un corto audio, contando acerca de su casa y lo envía al profesor por WhatsApp.

A continuación, se encuentran las tareas de autoevaluación, donde el estudiante selecciona lo que es capaz de realizar y posteriormente, usted encontrará unas preguntas que le ayudarán a realizar una evaluación de los aprendizajes alcanzados en la guía por su hijo (a).

Agradecemos su apoyo para la realización del trabajo indicado en esta guía de auto-aprendizaje.



### WELCOME TO THIS SELF-STUDY GUIDE

Dear student, this English self-study guide helps you exchange information, identify general and specific information in a text, and practice giving and receiving spoken instructions on environment caring from home. You will find four main activities about environment care from home presented in **Way to Go student book 6, module 3, unite 1; Way to Go Workbook 6, module 3, unite 1, pag. 31.**

The first one is a **Vocabulary task:** match words, classify vocabulary, and complete the gaps. The second one is a **Reading task:** read and answer, and true and false. Third one is a **Language Task:** answer based on underlined sentences, and check sentence structure and answer them. Finally, a **writing task:** describe through a text about your home, make a creative collage, and record an audio related to your home description.

At the end of this guide you can find a self-assessment chart; here you can **Tick (✓)** what you have learnt.

Topic	Skill(s)	Grammar	Vocabulary	Function(s)
Eco-Friendly Home	Reading, Writing, And Speaking	There's / There are	Parts of the house Objects in the house Prepositions of place	<ul style="list-style-type: none"> <li>•Talk about your home and where you live</li> <li>• Ask about other people's homes</li> </ul>

### GET READY

<b>Study time needed:</b> <b>1,5 hour</b>	<b>Resources:</b> cellphone, English dictionary, notebook, pen, eraser, highlighter, color pencil, cardboard, scissors, glue, magazines, PDF file of Way to Go Student Book 6,	<b>Textbooks Links:</b> - Way to Go Student Book 6, module 3 unit 1 <a href="https://drive.google.com/file/d/1sroHuDVqB3YpL6ztL5hn3ViweAmR5oc6/view">https://drive.google.com/file/d/1sroHuDVqB3YpL6ztL5hn3ViweAmR5oc6/view</a> - Way to Go Workbook 6, module 3 unit 1 page 31 <a href="https://drive.google.com/file/d/1GEKZV3GV0vf6cfhQgyE_4T41v3rwzb4V/view">https://drive.google.com/file/d/1GEKZV3GV0vf6cfhQgyE_4T41v3rwzb4V/view</a>
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### LEARNING OBJECTIVES

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

- To use vocabulary related to parts of the house and furniture
- To understand main ideas in a short text.
- To describe what we have in our home or where we live

### LEARNING STRATEGIES

*What can you do to achieve the objectives?*

- Read carefully all the instructions for each task.
- Look at the examples given. They are highlighted in different colours.
- Use your prior knowledge and try to infer the meaning. You should not translate word by word. Use your dictionary only if absolutely necessary.
- Give yourself enough time to write your paper and put it away for a few days before you edit. Time often gives clarity.
- Infer grammar rules from texts



## ACTIVITIES

### VOCABULARY TASKS (15 minutes)

1. Match the rooms<sup>1</sup> in the apartment with the words in the box.

- 1- Balcony
- 2- Bathroom
- 3- Bedroom
- 4- Kitchen
- 5- Laundry room
- 6- Living room



2. Classify the house furniture vocabulary<sup>2</sup> according to the parts of the house.

Sofa - bed - toilet - wardrobe - cooker  
 washing machine - refrigerator - dryer - television - shower

Living room	Kitchen	Bedroom	Bathroom	Laundry room
- Sofa				

3. Complete the following sentences according to the house furniture vocabulary in the chart before.

- a. In my bedroom, there are two things I love. The first one is my big and nice **bed** with a lot of cushions and second, I love to keep all my clothes in an enormous \_\_\_\_\_.
- b. In my kitchen, there are two things I use most. The first thing I use is the \_\_\_\_\_ to keep all the vegetables and fruits intact and the second one is the \_\_\_\_\_ to cook all the meals to my family.

<sup>1</sup> Adapted from Way to Go workbook 6- page 31

<sup>2</sup> Adapted from Way to Go students book 6- page 91



**READING TASKS (15 minutes)**

**1. Read the following paragraph<sup>2</sup> about Camila's house and answer the questions.**

- a. How many bedrooms are there?
- b. How many bathrooms are there?
- c. Is there a garden?
- d. Is there a living room?

**THIS IS MY HOUSE**

Hello! My name is Camila and this is my house. My house is quite small. It has just one floor. On the first floor, there is a big living room and a nice kitchen. Also, there are two bedrooms, the big one is my parent's bedroom and the other one is mine. Finally, there is a bathroom and a big garden outside the house.

I love my house, it is comfortable and cozy. It is also very cool because there is a park, there are many trees around and then, there is a lot of air in my house.



**2. According to Camila's house text, are these sentences true (T) or false (F)?**

- a. Camila's house is quite small
- b. Camila's bedroom is big?
- c. Is there a bathroom outside the house?

(   **T**   )  
 (            )  
 (            )

**LANGUAGE TASKS (20 minutes)**

**1. Look at the underlined sentences in Camila's house text and answer the questions:**

- a. Can we count bedrooms and bathrooms in Camila's house? **YES/NO**
- b. Is "air" something you can count? **YES/NO**
- c. The words "bedrooms" and "park" are similar because we can count them.  
T \_\_\_\_\_ F \_\_\_\_\_
- d. The word "bedrooms" is in **singular / plural** form but the word "park" is in **singular/plural** form.
- e. We use "there is" for **countable / uncountable** nouns like "air". We also use "there is" for countable **singular / plural** nouns like "a park".
- f. We use "there are" for **countable plural / uncountable** nouns like "bedrooms".

**2. Practice activity**

**a. Fill in the gaps with the right form is/are**

- 1. There       **is**       one sofa in the living room.
- 2.                    there four pictures on the wall?
- 3. There            not a garage in my house.
- 4.                    there a big refrigerator in my sister's house?

**b. Look at the form (there is/there are), are these sentences correct (✓) or incorrect (X)?**

- 5. There is a cat on my bed.       **✓**
- 6. There is three cookies left in my fridge.
- 7. Are there three pairs of shoes in the kitchen?
- 8. There are one television in the living room.



**WRITING AND SPEAKING TASKS (30 minutes)**

a. ***It is time to write a paragraph about your house. Take into account these questions before writing the paragraph. Use as a guide the reading structure from the text "this is my house" studied before.***

- Who are you?
- Where do you live?
- How many bedrooms are there?
- What do you have in your bedroom?
- What is your favourite part of the house?




b. ***Write a short description about your house using the vocabulary and language you studied in this guide. Then, design a creative collage using recycling materials at home (carton, magazines, newspapers, etc.). You can use this carton house collage as a model.***

1. Use the vocabulary you studied before.
2. You can use the reading "this is my house" as reference for your description.
3. Check for spelling, grammar and coherence.
4. Send the sentences to your teacher.

c. ***Finally, record a short audio telling us about your house for at least five minutes and send it to the teacher by WhatsApp.***

**SELF-ASSESSMENT TASKS (5 minutes)**

Tick (✓) the option that shows what you can do.

After finishing this self-study guide, I can... 	Great! ★★★	Good ★★	I need more practice ★
• use vocabulary about <b>parts of the house and house furniture</b> in a real context.			
• <b>identify specific information</b> in a text.			
• <b>infer information</b> from a text.			
• write a <b>descriptive paragraph about my house</b> explaining what it has.			

**THIS IS THE END**



What a wonderful job! In this guide you have learnt how to talk about your home and where you live and also ask about other people's houses. Well done job!

Remember:

**"Happiness is not something ready-made. It comes from your own actions."**

**– Dalai Lama XIV**



### USEFUL RESOURCES

#### Parts of the house

<https://www.english-learn-online.com/vocabulary/house-parts/learn-house-parts-vocabulary-in-english/>

#### Singular and Plural forms

<https://www.grammarly.com/blog/plural-nouns/>

#### There is /there are

<https://www.britishcouncil.es/blog/diferencias-entre-there-is-y-there-are>

#### Prepositions of place

<https://www.perfect-english-grammar.com/prepositions-of-place.html>

#### Vocabulary/Dictionary/Pronunciation

<https://www.merriam-webster.com/>

### ANSWER KEY

#### VOCABULARY TASKS

1. A (1) - B (6) - C (2) - D (3) - E (4) - F (5)
2. **LIVING ROOM:** Sofa – television      **KITCHEN:** Cooker – refrigerator      **BEDROOM:** Bed – wardrobe  
**BATHROOM:** Toilet – shower      **LAUNDRY ROOM:** Washing machine - dryer
3. a. bed - wardrobe      b. Cooker - refrigerator

#### READING TASKS

1. a. there are two bedrooms      b. There is one bathroom      c. Yes, there is      d. Yes, there is
2. a. (T)      b. (F)      c. (F)

#### LANGUAGE TASKS

1. **A- (YES) B (NO) C- (False) D- (plural - singular) E- (uncountable - singular) F- (countable plural)**
2. a. 1. is      2. are      3.is      4.is      b. 5.(✓)      6. are (x)      7. (✓)      8. is (x)

### ORIENTACIONES FINALES PARA LOS PADRES DE FAMILIA

Una vez su hijo(a) ha desarrollado completamente las actividades de la guía, es momento de hacer verificación de su proceso de aprendizaje; por tanto, le sugerimos hacer las siguientes preguntas:

1. ¿Cuál fue la actividad que te pareció más compleja /más te gustó? ¿Por qué?
2. ¿Tuviste la oportunidad de usar lo que aprendiste en la guía cuando hiciste el collage/afiche para invitar a tus amigos a observar tu casa?
3. ¿Pudiste expresar tus ideas y describir cómo es tu casa y qué partes tiene?
4. ¿Cuánto tiempo te tomó desarrollar la guía?
5. ¿Empleaste algunos de los recursos sugeridos en la sección USEFUL RESOURCES?

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