



“BEYOND THE CLASSROOM”
ENGLISH SELF-STUDY GUIDE

| | | | |
|-----------------------|-------|--------------|-------|
| School | _____ | City | _____ |
| Teacher's name | _____ | | |
| Student's name | _____ | | |
| Grade | SIXTH | Level | A1 |

ORIENTACIONES PARA LOS PADRES DE FAMILIA

Estimados padres de familia y/o acudientes,

Continuamos nuestra labor, apreciamos su compromiso, excelente actitud y trabajo en equipo para el beneficio de nuestros jóvenes. El diseño de esta guía está basado en el libro *Way to Go 6*, Módulo 3, Unidad 1 página 93. Para el desarrollo de la misma, su hijo(a) realizará las siguientes actividades en un tiempo estimado de 1 hora:

Sección 1 (Vocabulario) En esta parte encontrará vocabulario y acciones relacionadas con el cuidado del medio ambiente. Deberá leer atentamente y clasificar la información en el cuadro escribiendo en la parte izquierda los objetos y en la derecha las actividades.

Sección 2 (lectura) Su hijo(a) realizará un proceso de comprensión de lectura de un texto en inglés donde se hace la descripción de una casa donde se ponen en práctica algunas acciones que ayudan a cuidar el medio ambiente, primero, deberá leer atentamente, y completar los espacios con la palabra apropiada de la lista de palabras que se encuentra previa al texto; luego, deberá leer cada pregunta y seleccionar la respuesta más apropiada a cada una.

Sección 3 (lenguaje) los ejercicios propuestos le permitirán comprender aspectos gramaticales y fortalecer su manejo de lenguaje. Deberá ordenar las palabras para armar una afirmación o una negación y contestar algunas preguntas relacionadas con aspectos propios del idioma.

Sección 3 (Escritura) su hijo(a) empleará lo aprendido a lo largo del desarrollo de las diferentes actividades propuestas en esta guía, al igual que los conocimientos previos, para crear un afiche en el que muestre los cambios y acciones que se pueden hacer en casa para ayudar al medio ambiente.

Sección 4 (Autoevaluación) El estudiante evaluará su aprendizaje a partir de las actividades que desarrolló.

A través del desarrollo de estas actividades, su hijo (a) mejorará su manejo de vocabulario y expresiones relacionadas con acciones y sustantivos que permiten hacer cambios en la casa con el fin de ayudar al medio ambiente; además, logrará familiarizarse con la estructura de la sección de lectura del examen SABER 11, lo cual contribuirá a que se logre un mejor desempeño en el mismo.

Esperamos que pueda apoyar a su hijo(a) supervisando el desarrollo de las actividades y formulando las preguntas que se encuentran al final de esta guía en la sección ORIENTACIONES FINALES PARA LOS PARES DE FAMILIA a fin de confirmar los aprendizajes que su hijo(a) logró realizar.

Mil gracias por su apoyo.



WELCOME TO THIS SELF-STUDY GUIDE

This English self-study guide helps you learn vocabulary about objects and actions in the house to help the environment. All the activities are connected to the reading in Way to Go Students Book 6 Module 3 Unit 1 (Page 93). It starts with some vocabulary activities. Then, you have to read a text and work on some activities about actions you can do in the house to help the environment, and you will design a poster about objects that should turn in a traditional house and actions you can do in your house to help the environment.

| Topic | Skill(s) | Grammar | Vocabulary | Function(s) |
|--|----------|--|---|---|
| Eco friendly house to take care of the environment | Reading | simple present tense, (affirmative - negative sentences) | Objects in the house Eco-friendly activities | Describing actions people do in their house to take care of the environment |

GET READY

| | | |
|--|---|--|
| Study time needed: 1 hour | Resources: English dictionary, notebook, pencil, mobile phone whatsapp, sheets of paper, PDF file of Way to Go Student Book 6 | Textbooks Links: - Way to go 6, module 3, unit 1, pages 91 and 92 https://drive.google.com/file/d/1sroHuDVqB3YpL6ztL5hn3ViweAmR5oc6/view |
|--|---|--|

LEARNING OBJECTIVES

LEARNING STRATEGIES

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

- To identify vocabulary related to objects in the house
- To Identify eco - friendly activities
- To describe daily actions at home to take care of the environment
- To practice reading comprehension through asking and answering questions about text

What can you do to achieve the objectives?

- Read the instructions for each task.
- Look at the examples that are useful to develop the task
- Use the dictionary only if absolutely necessary.
- Use your prior knowledge and try to infer the meaning. You should not translate word by word.

ACTIVITIES

I. VOCABULARY TASK (10 minutes)

- Classify the next sentences and words in activities or objects. Look at the example which is highlighted in yellow**



Use energy-saving light bulbs



Separate the rubbish and recycle



Solar panels



recycle



Rubbish



Rain water



- *Don't waste water.**
- *Use only the water you need**
- *Turn off the tap**



Eco-house



Taps



Bins



Light bulbs



Collect rainwater

OBJECTS

ACTIVITIES

Use energy -saving light bulbs



II. READING TASK (15 minutes)

a. Fill the gaps with the correct word from the box to complete the text. The example is highlighted in yellow

Bulbs

Energy

Solar

Rainwater

Garden

Big

I LIVE IN AN ECO -FRIENDLY HOUSE



Hi Everyone!

I'm Samuel, I live in an eco-friendly house and we do some different things to help the environment.

First of all, my house is big, there are four bedrooms, my bedroom has a round door and a round window; in the house there are two bathrooms, there is a kitchen, a dining room, there is a living room, a big garden and a garage.

Secondly, we use _____ panels to get _____ besides, we always collect _____, to water plants and flowers, also we recycle the rubbish, we use energy-saving light _____, and we have a vegetable _____ in my house.

I like my house, I love my family, I have an eco-friendly house and I help the environment.

What about you?

I have some recommendations about actions we can do in our house or in our daily life to take care of the environment: Firstly, Walk or use your bicycle when possible; secondly, Turn off the lights when you aren't in a room; thirdly, use solar panels, they create energy from the sun; also, use recycling bins to separate all the rubbish; beside, grow organic food in a vegetable garden; moreover, Use paper bags, not plastic bags; and don't waste water, turn off the taps, you can collect rainwater.

Bye,

b. Read the text "I live in an eco-friendly house", read the question and choose the correct answer, the example is underlined and highlighted in yellow

1. What is the author's intention?



- a. Giving a piece of advice about help the environment
- b. **Describing his house**
- c. Explaining what an eco-house is.

2. What things are parts of an eco- friendly house?

- a. Big rooms and a lot of cars
- b. Energy-saving light bulbs and vegetable gardens
- c. Recycle and waste water

3. Samuel does these actions to help the environment

- a. Recycle rubbish
- b. Waste water
- c. Don't use energy saving light bulbs

4. Samuel's house is

- a. small
- b. big
- c. interesting

III. LANGUAGE TASK (10 minutes)

a. Organize the words to form sentences. Number 1 is the example, it is

highlighted in yellow

1. need it, only when, in an eco-house, or heater, people, the air conditioning, they, use

In an eco-house, people use the air conditioning or heater only when they need it

2. paper bags, eco-friendly, plastic bags, always, people, not, use

3. turns off, when, lights, Anne, she, in a room, the, isn't

4. recycle, because, separate, we, in my house, the rubbish, because, care, we, the environment _____

5. collect, they, rainwater _____

6. light bulbs, she, energy saving, uses _____

b. Read and answer each question

1. "It has a round door and a round window"- Is this statement in the present or past?

2. Why do you use has and not have in this statement? "it has a round door and a round window" _____
3. In the statement "María doesn't turn off the lights" the word "doesn't" is: _____
verb
4. What are the verbs in this statement? "They use bicycle or walk when is possible"
_____, _____, _____
5. "Anna uses paper bags" is it a habit or something that is happening right now?

IV. PRODUCTIVE SKILLS (20 minutes)

a. Make a creative poster in which you explain how to turn a normal house in an eco-friendly house

1. Include a drawing, photo or picture
2. Write a catching slogan
3. Add some objects you should change to make an eco-friendly house
4. Put in some actions (activities) you can do to help the environment.

b. You can make your poster on a piece of paper (manually) or you can do it by using canva, spark. Adobe, or other technology tool.

<https://spark.adobe.com/make/posters/>

c. Before you send your poster, check that you have included the following items

| In my poster I included | YES | NO YET |
|---|-----|--------|
| A slogan and a picture | | |
| objects you should change to make an eco-friendly house | | |
| some activities you can do to help the environment | | |



EXAMPLE



V. SELF - ASSESSMENT (5 MINUTES)

Evaluate your work. Put a tick ✓ in the place that corresponds based on your experience.

| CHECK YOUR PROGRESS | EXCELLENT | WITH HELP | I NEED PRACTICE |
|---|-----------|-----------|-----------------|
| I can identify vocabulary related to objects in the house. | | | |
| I can identify eco – friendly activities | | | |
| I can understand affirmative and negative sentences in present tense. | | | |
| My reading comprehension is good at my level | | | |



THIS IS THE END

Congratulations! You have made it to the end! Now you know how to make your house an eco-friendly house and explain how to do it. You created an amazing poster using vocabulary and actions to help the environment from the house.

USEFUL RESOURCES

Simple present tense

https://www.english-hilfen.de/en/grammar/simple_present_form.htm

<https://www.youtube.com/watch?v=m28BKjBDafU>

Parts of the house

<https://www.youtube.com/watch?v=R9intHqIzhc>

https://www.youtube.com/watch?v=m27Cck_LGHc

How to take care the environment

https://www.youtube.com/watch?v=X2YgM1Zw4_E

Eco-friendly house

<https://www.youtube.com/watch?v=eww0efCsuco>

ANSWER KEY

- I. **a-** Objects: eco-house, taps, lightbulbs, solar panels, rubbish, rain water, bins
Activities: Separate the rubbish and recycle, use energy- saving, don't waste water, use only the water you need, turn off the tap, collect rainwater.
- b.** 1d, 2b, 3e, 4c, 5a, 6g, 7h, 8f
- II. a) big, solar, energy, rainwater, bulbs, garden
b) 1 b, 2 b, 3 a, 4 b
- III. a) 1. In an eco-house, people use the air conditioning or heater only when they need it
2. Eco-friendly people always use paper bags, not plastic bags
3. Anne turns off the lights when she isn't in a room
4. In my house we care the environment because we separate and recycle the rubbish
5. They collect rainwater
6. She uses energy saving light bulbs
- b) 1. Present 2. Because "has" is used with the pronoun "it"
3. auxiliary verb 4. Use, walk, is 5. A habit



Una vez su hijo(a) ha desarrollado completamente las actividades (tasks) 1 a 6, 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 poster/afiche para explicar cómo hacer tu casa ecológica?
3. ¿Cuánto tiempo te tomó desarrollar la guía?
4. ¿Empleaste algunos de los recursos sugeridos en la sección USEFUL RESOURCES

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APPENDIX



module 3 // Unit 1

Expanding Knowledge » I Help the Environment

51 1. Listen » Listen and read. Tick (✓) the things that you do at home.

| Eco-Friendly Guide We Can All Help the Environment | | | |
|--|---|--|--|
| | | | |
| Separate the rubbish and recycle. <input type="checkbox"/> | Use energy saving light bulbs. <input type="checkbox"/> | Don't waste water. Use only the water you need. Turn off the tap. <input type="checkbox"/> | Collect rainwater. <input type="checkbox"/> |
| | | | |
| Walk or use your bicycle when possible. <input type="checkbox"/> | Turn off the lights when you aren't in a room. <input type="checkbox"/> | Use the air conditioning or heater only when you need it. <input type="checkbox"/> | Use paper bags, not plastic bags. <input type="checkbox"/> |

2. Speak » In pairs, match the problems with the solutions to help the environment.

| | |
|--|--|
| | |
| 1. This light bulb isn't energy saving. | 2. These bags have rubbish that is not separated! |
| | |
| 3. That air conditioning is on and there isn't anybody around. | 4. Those lamps are on and there isn't anybody in the room. |
| a. Turn off the lights! | b. Turn off the air conditioning! |
| c. Use energy saving light bulbs! | d. Separate the rubbish! |

21st Century Skills
- Creative Thinking

What can you do at home to help to save the planet?