

## BEYOND THE CLASSROOM™ ENGLISH SELF-STUDY GUIDE

School \_\_\_\_\_ City \_\_\_\_\_  
 Teacher's name \_\_\_\_\_  
 Student's name \_\_\_\_\_  
 Grade \_\_\_\_\_ Level \_\_\_\_\_

### 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 1, Unidad 1 páginas 94 y 98. Para el desarrollo de la misma, su hijo(a) realizará las siguientes actividades en un tiempo estimado de 1 hora:

- Sección 1 (vocabulario): Ejercicio para reconocer vocabulario clave en la lectura.
- Sección 2 (lectura): Su hijo(a) realizará un proceso de comprensión de lectura y de imágenes sobre reciclar y como cuidar el medio ambiente
- Sección 3 (escritura): Su hijo(a) empleará el vocabulario y estructuras estudiadas en esta guía de aprendizaje y sus conocimientos previos, para diseñar preguntas de información, compartir algunos términos y frases relacionados con el cuidado del medio ambiente y la importancia de reciclar. También el estudiante elaborará un poster en el cual creará consciencia sobre la importancia de proteger el medio ambiente
- Sección 4 (autoevaluación): El estudiante evaluará su aprendizaje a partir de las actividades que desarrolló.

Así, a través del desarrollo de estas actividades, su hijo(a) mejorará su manejo de vocabulario relacionado con acciones para ayudar y proteger el medio ambiente.

Adicionalmente, su hijo(a) cuenta con ejemplos de las actividades, recursos adicionales y las respuestas correctas correspondientes a los ejercicios.

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 PADRES 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 activities you do to protect the environment. All the activities are connected to the reading in *Way to Go Student Book 6 Module 3 Unit 1 Lesson 2*, exercise 3 (page 94) and lesson 3 exercise 6 (page 98). It starts with some vocabulary activities. Then, you have to read some texts and a conversation and select the right choices. Finally, you will write some questions for an interview with a friend. Are you ready? Let's go!

Topic	Skill(s)	Grammar	Vocabulary	Function(s)
Proposals for protecting our environment	Reading and writing	Demonstrative pronouns Wh questions words	Vocabulary related to the environment	Talking about habits to protect the environment



### GET READY

**Study time needed:**  
**1 hour**

**Resources:**  
*English dictionary, notebook, pencil, mobile phone/ computer, pencil colors, markers, , PDF file of Way to Go Student Book 6. (unit 1, page 94 and 98)*

**Textbooks Links:**  
Way to Go -Students book 6  
<http://aprende.colombiaaprende.edu.co/es/node/94010>

### LEARNING OBJECTIVES

### LEARNING STRATEGIES

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

- To practise vocabulary related to the environment
- To propose ideas to recycle and take care of the environment
- To invite your relatives and friends to be aware about the importance of the mother nature
- To reinforce the use of wh questions words through writing exercises









*What can you do to achieve the objectives?*

- Read carefully the instructions for each task.
- Make a vocabulary list of new words in your notebook. Don't translate words. Use drawings to represent them.
- Look at the examples given. They are highlighted in green
- Write on your notebook any "new" learning points discovered.
- Share with your friends words you learnt.

### ACTIVITIES

#### 1. VOCABULARY TASKS (10 minutes)

a. **Match the words in the box with the images below. Then write the words under each picture. There is one example for you:**

WALK	RUBBISH	WASTE	COLLECT
<b>AIR CONDITIONING</b>	<b>TURN OFF</b>	<b>LIGHT BULBS</b>	<b>PAPER BAGS</b>
1  1	2  2	3  3	4  4
<b>AIR CONDITIONING</b>			
5  5	6  6	7  7	8  8



**b. Complete the things you do at home with the words from the previous chart.**

1. Separate the \_\_\_\_\_ and recycle
2. Use energy saving \_\_\_\_\_
3. Don't \_\_\_\_\_ water
4. \_\_\_\_\_ or use your bicycle when possible
5. \_\_\_\_\_ the lights when you aren't in a room
6. Use **AIR CONDITIONING** or heater only when you need it
7. Use \_\_\_\_\_, not plastic bags
8. \_\_\_\_\_ rain water

**c. READING TASKS (10 min)**

**a. Read about Earth Day at Simón Bolívar School. Choose the correct word. Then, listen and check.**

1

Buy green products!



Today's April 22nd. It's Earth Day. *This / These* is my poster with an eco-friendly message.



Everyone at school works together on different projects. *These / This* children are helping to collect rubbish.



*That / Those* are my friends in the school vegetable garden.



*This / Those* children are giving presentations about saving energy.

9

**b. According to the pictures, are these sentences true (T) or false (F)?**

1. The girl is giving a presentation about saving energy ( **f** )
2. Everyone at school cares about the environment ( )
3. The kids are in the school recycling paper ( )
4. The children are making posters about vegetable garden ( )

**b. Choose the correct option**

1. The word "rubbish" in picture n° 1 can be replaced for:
  - a. Bags
  - b. **Garbage**
  - c. Pick
  - d. Boys
2. A synonym for the word "vegetable" in picture n° 3 could be:
  - a. Fruit
  - b. Poster
  - c. Grass
  - d. Plant



3. The word “saving energy” in picture n° 3 means:

- a. the effort made to reduce the consumption of energy by using less of an energy service.
- b. rubbish or waste, especially domestic refuse.
- c. bring or gather together (a number of things).
- d. plant or part of a plant used as food, such as a cabbage, potato, turnip, or bean.

**4. LANGUAGE TASKS (10 min)**

a. Look at this conversation between two students about the ways to protect the environment and choose the correct options for the statements.

 10	 11
Hello, how are you?	I'm fine, thanks for asking
I'd like to ask a few questions about how to care the environment	Sure, go ahead
1. What can you use to create energy from the sun?	Solar panels
2. What can you use to separate rubbish?	Several bins, so you can easily separate plastic from residual waste and paper
3. Where can you grow organic food?	I'm trying to do it in my farm
4. What are the most eco-friendly ways to go to school?	Walking and riding the bicycle
5. What can you use instead of plastic bags?	Paper bags
6. How do you recycle paper?	I always make sure both sides of the paper are used.
7. Why is it important to save energy?	Saving energy is important because of the negative effects the ways we make use of energy have on the environment.
Thank you very much for your time	Ok, no problem

1. Wh questions (when, where, what, how ) are used for:

- a. ask for more information about something
- b. t confirm information about something
- c. replace information about something

2. The word “what” in question 1 asks:

- a. distance
- b. about time
- c. information about something

3. The word “where” in question 3 is a synonym of:

- a. place or position
- b. time
- c. age

4. To ask for a reason we use:

- a. who
- b. why
- c. when

5. Look at question number 2. In a question we use “what”:

- a. At the beginning of the question
- b. in the middle of the question
- c. at the end of the question

6. Examples of questions that ask for a place are (tick all the possible answers):

- a. what are the methods to save energy?
- b. How do you recycle paper?
- c. Where do you throw your garbage?
- d. What are the institutions in your country that care about the environment?
- e. Why it is important to recycle?



**7. WRITING TASKS** (25 min)

**a. Write questions for an interview with an eco-friendly person**

**Work in pairs**

QUESTIONS	ANSWER
a. <b>What are those?</b>	Those are solar panels. They create energy from the sun.
b. ....?	These are recycling bins. I separate all the rubbish.
c. ...?	They are in a landfill
d. ...?	Because when we recycle paper we save trees
e. ...?	That is the garbage man
f. ...?	That is a sign that means "recycle"
g. ...?	Because recycling saves energy

**b. Make a poster showing the importance of protecting the environment. Write questions to awaken consciousness on your friends and family and also write a short answer to those questions**

Here you can see one example:



12



c. Think about the things you have in your house and complete the following notes:

## Recycling in your house

Write six things that you recycle in your house

newspaper plastic bags \_\_\_\_\_  
\_\_\_\_\_

Write four things that we can make from recycled materials




food container \_\_\_\_\_

What ideas would you implement with your family to protect the environment?

- Don't waste too much water
- .
- .
- .

### 8. SELF-ASSESSMENT TASKS (5 min)

Check your progress and **assess your text!** Write an "x" on the corresponding column:

After finishing this self-study guide, I can...	OF COURSE, I CAN  13	I CAN DO IT WITH SOME DIFFICULTIES  14	I NEED TO PRACTICE MORE  15
Recognize vocabulary related to the environment			
I can propose ideas to recycle and take care of the environment			
infer information from a text.			
Use wh words correctly to ask questions			

### THIS IS THE END

Congratulations! You have made it to the end! Now you can Talk about ways to help and protect the environment. Share your knowledge with your family and friends. The community will appreciate your support and help. Don't forget to keep studying and learning more about caring the earth



### USEFUL RESOURCES

Online English-Spanish dictionary:

<https://dictionary.cambridge.org/es/diccionario/ingles-espanol/>

Demonstrative pronouns exercises online

<https://agendaweb.org/grammar/demonstratives-exercises.html>

[https://www.english-hilfen.de/en/exercises/various/this\\_that.htm](https://www.english-hilfen.de/en/exercises/various/this_that.htm)

<https://www.superprof.es/apuntes/idiomas/ingles/gramatica-inglesa/pronouns/exercises-demonstrative-pronouns.html>

wh questions words (grammar)

<https://www.englishclub.com/vocabulary/wh-question-words.htm>

<http://curso-gratis-ingles.euroresidentes.com/2014/06/wh-questions.html>

<https://idiomas.gcfglobal.org/es/curso/ingles/a2/wh-questions/>

wh questions words (exercises)

[https://www.myenglishpages.com/site\\_php\\_files/grammar-exercise-wh-questions.php](https://www.myenglishpages.com/site_php_files/grammar-exercise-wh-questions.php)

caring the environment vocabulary

<https://www.englishclub.com/reading/environment/environment-vocab.htm>

[https://www.myenglishpages.com/site\\_php\\_files/vocabulary-lesson-environment.php](https://www.myenglishpages.com/site_php_files/vocabulary-lesson-environment.php)

### ANSWER KEY

#### VOCABULARY TASKS

##### Exercise A

<b>WALK = 4</b>	<b>RUBBISH= 7</b>	<b>WASTE= 3</b>	<b>COLLECT= 8</b>
<b>AIR CONDITIONING= 1</b>	<b>TURN OFF = 5</b>	<b>LIGHT BULBS= 6</b>	<b>PAPER BAGS= 2</b>

##### Exercise B

1. Rubbish 2.Light bulbs 3.Waste 4.Walk 5.Turn off 6.Air conditioning 7. Paper bags 8.collect

#### READING TASKS

<b>a.</b>	<b>b.</b>	<b>c.</b>
1. This,	1. F	1. b
2. These,	2. T	2. d
3. Those,	3. F	3. a
4. Those.	4. f	

#### LANGUAGE TASK

1. a 2.c 3.a 4.b 5.a 6. c-d

**remember: in some cases, you can use "what" to ask about a place, for example: (what is the place....?, what are the parks....?, what is the city....?)**



### WRITING TASKS

#### A. (possible answers)

<b>a</b>	<b>What are those?</b>
<b>b</b>	<b>What are these?</b>
<b>c</b>	<b>Where is the garbage of the city?</b>
<b>d</b>	<b>Why is it important to recycle?</b>
<b>e</b>	<b>Who is the person that collect garbage in the city</b>
<b>f</b>	<b>What is that?</b>
<b>g</b>	<b>Why is it important recycling</b>

#### C (possible answers)

Write six things that you recycle in your house

**Newspaper, plastic bags, boxes, plastic bottles, steel cans, jars, kitchen laundry**

Write four things that we can make from recycled materials

**Food containers, nature wreaths, quilts, chairs/seating, bracelets**

### ORIENTACIONES FINALES PARA LOS PADRES DE FAMILIA

Una vez su hijo o hija haya terminado las actividades de la guía, por favor revise y escoja algunas de las siguientes preguntas que permiten hacer una reflexión y verificar el proceso de aprendizaje.

1. ¿Cuál fue la actividad que te pareció más compleja /más te gustó? ¿Por qué?
3. ¿Pudiste dar algunas recomendaciones sobre proteger el medio ambiente a algún amigo o familiar?
4. ¿Cuál es la mejor actividad que podemos hacer para cuidar el planeta tierra?
5. ¿Cuánto tiempo te tomó desarrollar la guía?
6. ¿Empleaste algunos de los recursos sugeridos en la sección USEFUL RESOURCES?

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Annex 1: Way to Go 6 th grade Student's Book" page 94

MODULE // 3 Unit // 1 Lesson // 2

52 3. **Read** » Read about Earth Day at Simón Bolívar School. Choose the correct word. Then, listen and check.

**Buy green products!**



Today's April 22nd. It's Earth Day. *This / These* is my poster with an eco-friendly message.



Everyone at school works together on different projects. *These / This* children are helping to collect rubbish.




*That / Those* are my friends in the school vegetable garden.




*This / Those* children are giving presentations about saving energy.

53 4. **Listen** » Listen to Keiko talk about her house and put the pictures in the correct order. Then, discuss the questions in groups.


organic strawberry farm




futons




traditional Japanese living room




kitchen



solar panels



recycling



grandparents

a. Where does Keiko live?  
 b. What's special about Keiko's house?  
 c. Where does her family sit?  
 d. Is their living room similar to the one in your house?  
 e. Where do they sleep?



Annex 1: Way to Go 6 th grade Student’s Book” page 98

MODULE // 3 Unit // 1 Lesson // 3

6. **Write »** Write questions for an interview with an eco-friendly person. Work in pairs.

Final task activity!

QUESTION	ANSWER
a. What are ... ?	Those are solar panels. They create energy from the sun.
b. ... ?	These are recycling bins. I separate all the rubbish.
c. ... ?	This is my vegetable garden. I grow organic food.
d. ... ?	That's eco-friendly air conditioning. It doesn't use much energy.

7. **Speak »** Play *Headbands* using words from the unit.

**1.** Write as many words as you can from the unit on different pieces of paper. Include: parts of the house, furniture, and eco-friendly elements.

kitchen


lamp

chair

solar panel

shower

**2.** Put them face down and choose one. The player sticks it on their forehead and asks questions to guess what the object is.



Is it an object in the living room?

No, it isn't.

55 8. **Speak »** Pronunciation. Say the following eco-friendly slogans. Pay special attention to the pronunciation of the s.

