

INSTITUCION EDUCATIVA LA POPA
GUIA DE RECUPERACION INGLÉS TERCER PERIODO
GRADO SEXTO



GUIA DE ESTUDIO TERCER PERIODO
INGLÉS: READING & WRITING
TEACHER: DIEGO FERNANDO ALVAREZ
GRADO SEXTO

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Plan de recuperación de inglés tercer periodo

Objetivo:

- Proporcionar a los estudiantes un mecanismo para que puedan recuperar o nivelar las asignaturas pendientes en cada uno de los periodos.

Para este fin, en el área de inglés, el estudiante deberá seguir el siguiente plan de recuperación:

1. Estudiar la presente guía, realizando las actividades de repaso que aquí se proponen. Valor: 30%
2. Presentar una sustentación oral de la guía en las fechas que la institución estipule. Valor: 20%
3. Presentar un examen escrito donde se evaluarán los contenidos de esta guía. Valor: 50%

De esta forma los criterios de recuperación quedan de la siguiente manera:

Criterio	Valor
Guía de estudio y cuaderno al día	30%
Sustentación oral	20%
Examen escrito	50%

Nota: Recordar que en ningún caso la nota de recuperación podrá ser mayor a 3.0.



Unit>>1

Eco-friendly Home

Language Functions

- Talk about your home and where you live
- Ask about other people's homes
- Talk about ways to help and protect the environment

Text Types:

- descriptive paragraphs
- guide
- poster
- interview

Unit>>2

I Belong to a Community

Language Functions

- Talk about places in town
- Describe places
- Talk about where places are

Text Types:

- maps
- questionnaire
- signs
- directions
- interview

Unit>>3

Every Jobs Important

Language Functions

- Use vocabulary related to jobs
- Talk about actions in progress
- Describe actions in a simple and logical sequence
- Talk and write about daily activities

Text Types:

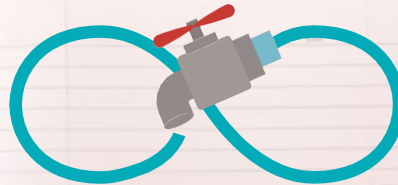
- explanatory paragraph



Explore Your Knowledge

Look at the pictures and answer ...

- Do you care about the environment?
- **What activities do you do to protect the environment?**
- Which places do you recognize?
- **Are there any activities to protect the environment in your community?**



SAVE-
Water



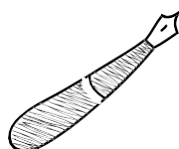
Task: A Radio Programme about My Community

In this module you will work in groups to prepare a formal presentation.

Unit 1	Unit 2	Unit 3
1. Understanding data (Lesson 3, exercise 1) 2. Survey on classmates' home and eco-friendly activities (Lesson 3, exercise 2) 3. Eco-friendly person interview (Lesson 3, exercise 6)	4. Santiago's interview with Mrs Pérez (Lesson 3, exercise 1) 5. Interview with a person in your neighbourhood (Lesson 3, exercise 2) 6. Advertisement to encourage people to improve their community (Lesson 3, exercise 7)	7. Ramiro's documentary on Ligia, the baker (Lesson 3, exercise 1) 8. Documentary about a person from your community (Lesson 3, exercise 3)

Chant

Welcome to Our Town



Module // 3 Unit // 1 Lesson // 1

Unit 1

Eco-Friendly Home

Objectives

- » I can talk about my home and where I live.
- » I can ask about other people's homes.
- » I can talk about ways to help and protect the environment.

In Context » This Is My Home!

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I. Listen

bathroom
bedroom
living room
garage
laundry room
kitchen
dining room

Label the rooms in house. Use the words in the box. Then, listen and check.



I live in a house.



I live on a farm.



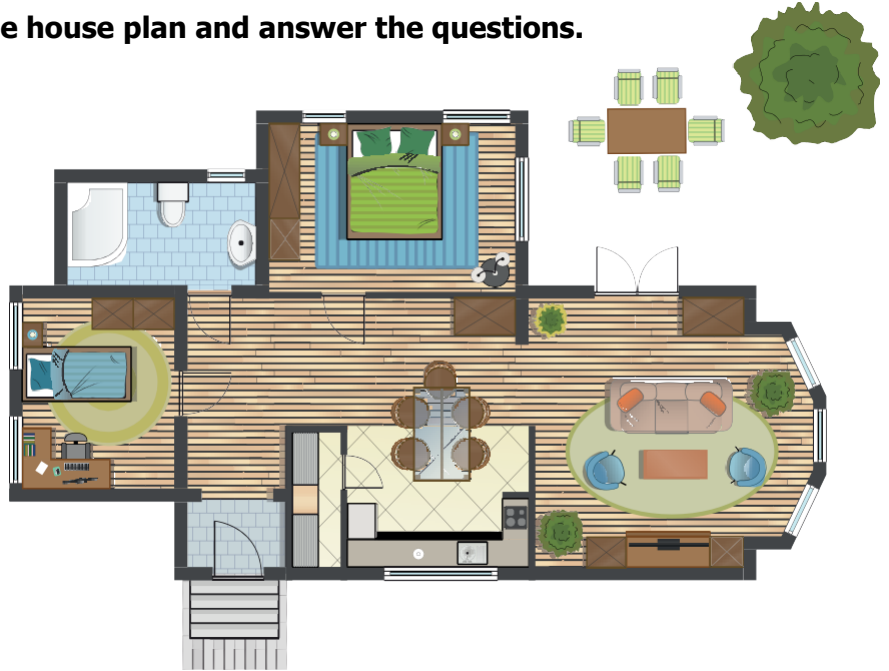
I live in an apartment.

one is more similar

module 3 // Unit 1

3.  **Write»** Look at the house plan and answer the questions.

- How many bedrooms are there?
- How many bathrooms are there?
- Is there a garden?
- Is there a living room?



4.  **Speak»** In pairs, look at the house furniture and ask and answer questions about where you can find them.

				
table	desk	sofa	shower	bed
				
refrigerator	cooker	washing machine	wardrobe	toilet

Module // 3 Unit // 1 Lesson // 1

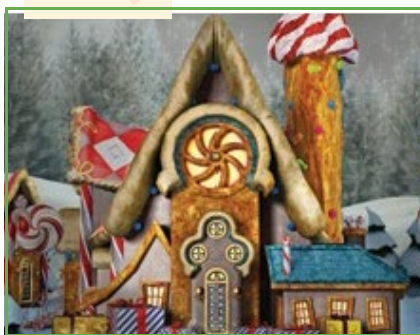
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5.  **Listen »** In pairs, guess where the characters in the stories live. Then listen, and match the houses with the names of the characters.

Bilbo Baggins, the Hobbit

Hansel and Gretel

Shrek and Princess Fiona



That house has a chocolate door. The roof has cookies. There's a candy chimney too!



That green house is beautiful. It has a round door and a round window. There's grass on the roof.



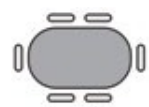
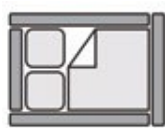
That house is very big. There are many windows and doors. There are many bedrooms, too.

6.  **Speak »** In pairs, design an imaginary house. Then, describe it in groups.



This house is eco-friendly.
 There are...
 There's...
 Does your house have...?
 Is there...?
 Are there any...?

7.  **Speak »** Draw a plan of your home. Then, compare in groups. Use the following objects.

			
cooker	tables and chairs	toilet	shower
			
sofa	bed	table	door

Study Tip

Drawing creatively helps you to remember new words.

module 3 // Unit 1

Expanding Knowledge » I Help the Environment

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I.  **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. ☐	Use energy-saving light bulbs. ☐	Don't waste water. Use only the water you need. Turn off the tap . ☐	Collect rainwater . ☐
			
Walk or use your bicycle when possible. ☐	Turn off the lights when you aren't in a room. ☐	Use the air conditioning or heater only when you need it. ☐	Use paper bags, not plastic bags. ☐

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.	light bulbs!
a. Turn off the lights!	
c. Use energy-saving	

21st Century Skills
 • Creative Thinking

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

4. **Those lamps** are on and there isn't anybody in the room.
- b. Turn off the air conditioning!
- d. Separate the rubbish!



Module // 3 Unit // 1 Lesson // 2

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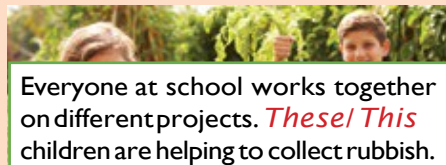
3. Read



Buy green products!



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



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



This / Those children are giving presentations about saving energy.

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

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

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4. Listen



☐ futons



organic strawberry farm



☐ traditional Japanese living room



☐

☐ kitchen



solar panels



☐

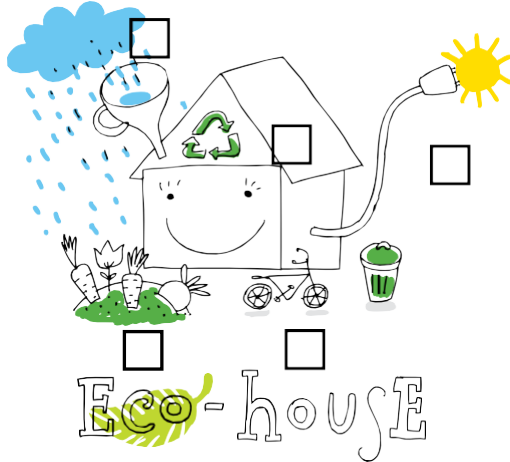
recycling

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

- Where does Keiko live?
- What's special about Keiko's house?
- Where does her family sit?
- Is their living room similar to the one in your house?
- Where do they sleep?

module 3 // Unit 1

5. Read » Look at the poster and label.



- a. That means there are solar panels on the house.
- b. Those vegetables mean there's a vegetable garden.
- c. That indicates they collect rainwater.
- d. That means they use a bicycle.
- e. That sign means they recycle

6. Speak » In groups, design a similar poster about your ideal eco-friendly house. Describe the drawing to a partner.



7. Speak » Play the 'Eco Inspector'. Use the pictures to ask and answer questions about what you can do to protect the environment.



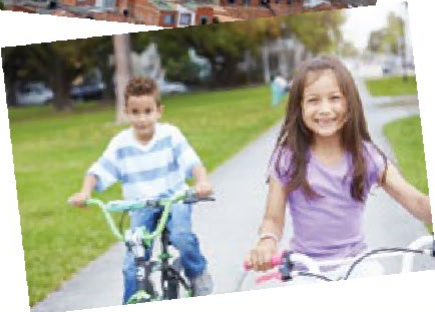
Module // 3 Unit // 1 Lesson // 3

Preparing Your Task » Respect the Environment

- I.  **Read »** Look at Cecilia's notes about her classmates' homes and answer the questions.

Santa Rita School in Zipaquirá

- There are 25 students in total
- 14 students live in houses
- 7 students live in apartments
- 4 students live on farms
- 21 students recycle at home
- 15 students use rainwater to wash
- 22 students turn off the lights when they don't use them
- 20 students try to use paper bags
- 18 students use their bikes

Final task activity!

Can we say that...	Yes	No
most students live on farms?		
most students recycle?		
one, two or three students reuse rainwater?		
all the students use a car to go to school?	Final task activity!	
most students want to help the environment?		

2.  **Speak »** In groups, design a survey using the information from exercise 1. Ask and answer the questions.

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Question	Friend 1	Friend 2	Friend 3	Friend 4
a. Where do you live? In a house, an apartment, or a farm?				
b. Do you recycle?				
c. Do you ... when you don't use them?				
d. Do you use ... ?				
e. Do you use your ... ?				

module 3 // Unit 1

3.  **Speak»** In pairs, describe these famous houses in Colombia.

	Casa de Nariño	Rafael de Núñez's house	Policarpa Salavarrieta's house
Where?	Bogotá	Cartagena	Cundinamarca
Bathroom?	Yes	Yes	Yes
Bedrooms?	Many	2	2
Diningroom?	Yes	Yes	Yes
Balcony	Yes	Yes	No
Observatory	Yes	No	No
Patio	Yes	Yes	Yes

4.  **Speak»** In pairs, find the differences between the house plans.



There's one bedroom in Plan 1. In Plan 2, there are two.

- 54 5.  **Listen»** Listen and read the diary. Then, draw a plan of the house.

Walden, Massachusetts

I live in the **woods** because I want to live a simple life. My house is small. There's only one room. There's a small kitchen. There isn't a bathroom. I bathe in Walden **pond**. There's one bed, a cooker, a table, a desk and three chairs. I have books and my **flute**. Outside there's a vegetable garden. I grow



21st Century Skills
 Critical Thinking

Do you think you're an eco-friendly person?
Why? / Why not?

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*.



module 3 // Check Your Progress

Check Your Progress

1.  **Read »** Read about the house and label the rooms.
 Say if this is your perfect house.



You want to buy a house. Your ideal home isn't too big. There's one bedroom, one bathroom, a kitchen, a living room and dining room, and a space for studying. You don't have a car, so you don't need a garage.

Is this the house for you?
 Yes ☐ No ☐ Why?

I can ask about other people's homes. ✓

Very well

Quite well

With difficulty

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2.  **Listen »** Listen and tick (✓) the objects that you hear. Then, describe the things that Joanna has in her room with a partner.



I can talk about my home and where I live. ✓

Very well

Quite well

With difficulty

3.  **Speak »** In pairs, ask and answer questions about ways to help and protect the environment.

Questions	
a. What can you use to create energy from the sun?	
b. What can you use to separate rubbish?	
c. Where can you grow organic food?	

I can talk about ways to help and protect the environment.
 With difficulty ✓

Very well

Quite well