

WORKSHEET N° 02: "GREEN DIRECTIONS – LISTEN, FOLLOW & SORT"

Team Name: _____ Date: August ____, 2026

SECTION 1: LISTENING FOR DIRECTIONS

A. PRE-LISTENING – GET READY TO MOVE

Match each expression with its meaning. Escribe la letra correcta.

1. Walk straight ()	A. Gira a la derecha
2. Turn right ()	B. Al lado de
3. Next to ()	C. Sigue de frente
4. Across from ()	D. Frente a / al otro lado de

B. LISTENING 1 – FIND THE GREEN POINT

LISTENING TASK 1

Listen twice. First, identify the starting point and destination. Then, follow the route and draw arrows on your school map.

Route words to listen for: main entrance – patio – turn right – corridor – next to – Science Lab – Green Point.

SCHOOL MAP – Draw arrows as you listen

MAIN ENTRANCE	HALL	OFFICE	LIBRARY
PATIO	CORRIDOR	SCIENCE LAB	GREEN POINT
CAFETERIA	RESTROOMS	STAIRS	GARDEN

Activity 1: Listen and find the route

- First listening: circle the starting point and the destination.
- Second listening: draw arrows on the map or follow the route with your finger.
- Listen for location words and commands. Do not translate every word.

Activity 2: Listening Check

Choose the correct answer after listening. Marca una opción por pregunta.

Question	A	B	Answer
1. Where does the route start?	Main entrance	Library	_____
2. What do students do at the patio?	Turn right	Turn left	_____

3. What is next to the Green Point?	Science Lab	Cafeteria	_____
4. What is the purpose of the message?	Find an eco-point	Describe a class	_____

Language Support

The Green Point is _____ the Science Lab. / First, walk _____. / Then, turn _____. / The purpose is to _____.

SECTION 2: LISTENING FOR ECO-INSTRUCTIONS (ABP)

Activity 3: Key Vocabulary – Match the word with the correct meaning

English Word	Match	Spanish Meaning
A. Separate	()	Mantener
B. Put	()	Papel
C. Keep	()	Separar
D. Throw	()	Colocar / poner
E. Paper	()	Botella de plástico
F. Plastic bottle	()	Botar / arrojar

Activity 4: Listening 2 – Order & Understand the Eco-Instructions

Listen twice. Ordena las instrucciones y reconoce qué acciones son correctas o incorrectas.

LISTENING 2

1. Listen once: identify the topic.
2. Listen again: complete A, B and C.
3. Use sequence words and imperatives as clues.

A. ORDER THE ACTIONS (1–4)

- () Put plastic bottles in the PLASTIC container.
- () Keep the area clean.
- () Close the containers after using them.
- () Put clean paper in the PAPER bin.

B. DO or DON'T?

1. Mix food waste with paper. DO / DON'T
2. Use the correct labeled bin. DO / DON'T
3. Leave the containers open. DO / DON'T

C. INFER THE PURPOSE

The message teaches students to: _____

One word/phrase that helped me: _____

Activity 5: Green Route Challenge

Work in pairs. Student A gives a short route; Student B follows it on the map. Then change roles.

Start at _____. Walk straight to _____. Then, turn left / right. The _____ is next to / across from _____.

Activity 6: Our Eco-Instruction

Write one short instruction that could appear next to a school bin.

At our school, students should _____. / Keep _____. / Don't _____.

SELF-CHECK (AUTOEVALUACIÓN)

Criterios de evaluación	YES	NO
Identifiqué información específica sobre la ruta, los espacios y el punto ecológico en el audio.		
Inferí el propósito de las instrucciones y deduje expresiones usando pistas del contexto.		
Reconocí y seguí preposiciones de lugar, imperativos y palabras de secuencia.		

