

"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 acudientes

Esta es la guía de auto estudio que sus hijos e hijas deben desarrollar en sus casas. Continuaremos trabajando con la cartilla *Way to Go grado sexto* teniendo en cuenta siempre el objetivo de aumentar el vocabulario y desarrollar competencias productivas (hablar y escribir) en los estudiantes.

Continuando con el proceso nos centraremos en el aprendizaje y desarrollo del módulo 2, Unidad 3, lecciones 1, 2 y 3 que se encuentran en la página 25, 26, 27 del libro de trabajo *Way to go*, grado sexto.

Primera actividad: Reconocimiento del vocabulario relacionado a la rutina diaria.

Segunda actividad: Encontraran ejercicios de lectura, uso del presente simple y adverbios de frecuencia.

Tercera actividad: su hijo seguirá unas preguntas para escribir la rutina diaria de algún miembro de la familia (papá o mamá). Seguidamente, describirá los hábitos saludables para presentarlos en un recurso visual usando la plataforma www.calameo.com. Si no cuenta con acceso a internet puede diseñar un friso o tipo de cartilla con hojas de cuaderno recicladas.

Cuarta actividad: ejercicio de audio donde su hijo(a) deberá identificar las oraciones.

Quinta actividad: ejercicio de producción oral al que su hijo (a) deberá grabar un audio dando cuenta de sus hábitos saludables.

Actividad final: Su hijo se Auto evaluará a través de las siguientes preguntas . Descripción del cuadro autoevaluativo:

| | | |
|------------|----------------------|------------------------------|
| ¿Qué hice? | ¿Qué me faltó hacer? | ¿Qué pude haber hecho mejor? |
| | | |

Usted como acudiente estará pendiente que el estudiante desarrolle las actividades; al igual que las entregas vía plataforma institucional o vía WhatsApp. Si no cuenta con conexión a internet por favor comunicarlo con anterioridad para dar planes alternativos de trabajo o escuchar sus propias propuestas de aplicación de los temas vistos.

El desarrollo de estas actividades contribuirá en la adquisición de vocabulario relacionado con rutinas saludables, adverbios de frecuencia e higiene. También en el desarrollo de las habilidades comunicativas en Inglés.

WELCOME TO THIS SELF-STUDY GUIDE

Dear students

During the development of this self-study guide we will work on topics such as:

- a. Usual routines
- b. Words related to frequency
- c. Healthy habits
- d. Some important verbs to express routines

We will have listening exercises, reading activities and short speaking activities. We'll use *Way to go!* Workbook 6th, module 2, unit 3, pages 25,26, 27.

Finally, you will learn how to create a visual resource using *calameo*, a website to publish them (or you can be creative and design your own material)

| Topic | Skill(s) | Grammar | Vocabulary | Function(s) |
|------------------------|---|--|------------|---|
| My Health Care Routine | <u>Reading,</u> <u>listening,</u> <u>speaking and</u> <u>writing</u> | Simple present Frequency Adverbs | Routines | Expressing routines Modifying daily activities into healthy ones |

GET READY

| | | |
|-----------------------------------|--|--|
| Study time needed: 2 hours | Resources: English notebook, <i>dictionary,</i> <i>pencil, cellphone.</i> | Textbooks Links: - <i>Way to go ! Workbook 6th grade</i> <i>Page 25, 26, 27</i> |
|-----------------------------------|--|--|

LEARNING STRATEGIES

| | |
|---|---|
| <p><i>What will you learn/practice/reinforce with these activities?</i></p> <ul style="list-style-type: none"> ● To enhance vocabulary related to healthy routines ● To improve in writing and speaking by doing. ● To design a small magazine showing a healthy routine to students and teachers. | <p><i>What can you do to achieve the objectives?</i></p> <ul style="list-style-type: none"> ● Always take your own notes ● Take the risk to pronounce the new vocabulary ● Be creative by presenting a good calameo magazine or the design of a magazine. ● Follow the Way to Go instructions ● Ask to the teacher if you have doubts (you can use the WhatsApp group) |
|---|---|




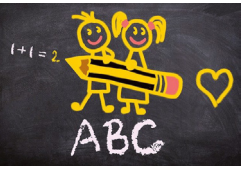

















ACTIVITIES

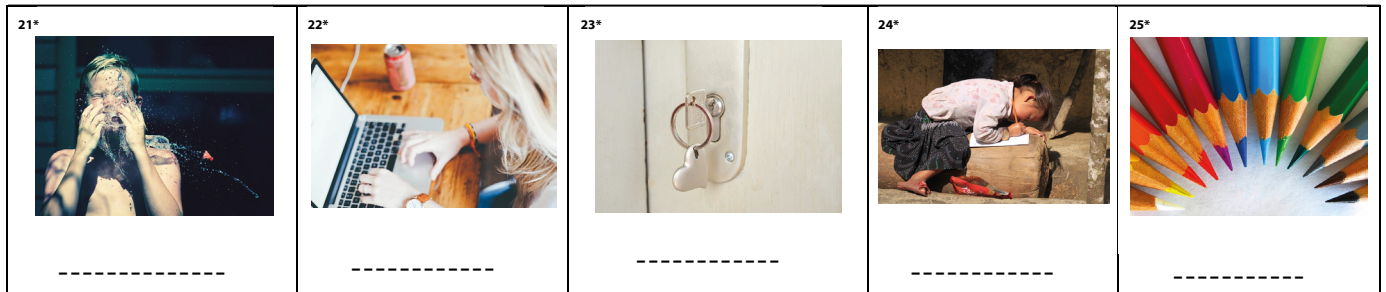
1. VOCABULARY TASKS (20 minutes)

A. Let's identify some words and expressions related to the daily routine.

Listen to the [audio](#) and check the correct pronunciation of these words related to the daily routine. Write down the word below the corresponding picture.

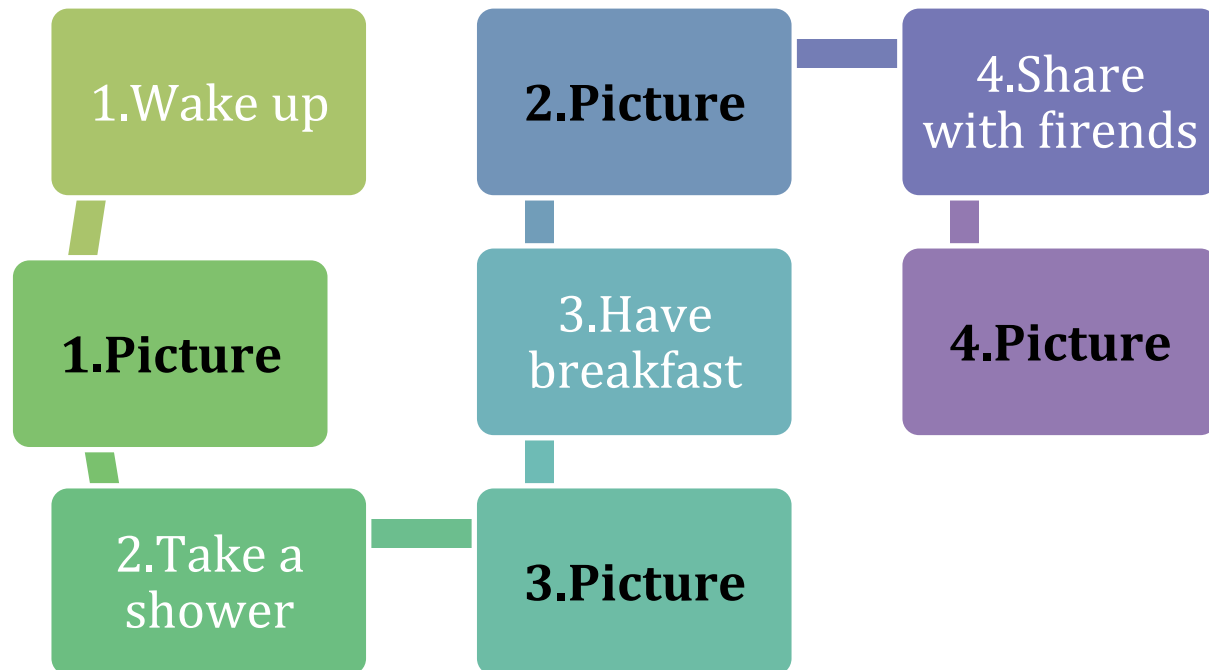
- | | | | | |
|---|--|---|--|---|
| <ul style="list-style-type: none"> • get up • wash face • brush teeth • get shaved • have a shower | <ul style="list-style-type: none"> • get dressed • prepare breakfast • have breakfast • leave home • walk to school | <ul style="list-style-type: none"> • get on the bus • have lessons • read books • draw pictures • play games | <ul style="list-style-type: none"> • do exercises • have lunch • surf the net • do homework • listen to music | <ul style="list-style-type: none"> • ride a bicycle • drive a car • drink fruit juice • watch TV • sleep |
|---|--|---|--|---|

| | | | | |
|---|---|--|---|---|
| <p>1*</p>  <p>-----</p> | <p>2*</p>  <p>-----</p> | <p>3*</p>  <p>-----</p> | <p>4*</p>  <p>-----</p> | <p>5*</p>  <p>-----</p> |
| <p>6*</p>  <p>-----</p> | <p>7*</p>  <p>-----</p> | <p>8*</p>  <p>-----</p> | <p>9*</p>  <p>-----</p> | <p>10*</p>  <p>-----</p> |
| <p>11*</p>  <p>-----</p> | <p>12*</p>  <p>-----</p> | <p>13*</p>  <p>-----</p> | <p>14*</p>  <p>-----</p> | <p>15*</p>  <p>-----</p> |
| <p>16*</p>  <p>-----</p> | <p>17*</p>  <p>-----</p> | <p>18*</p>  <p>-----</p> | <p>19*</p>  <p>-----</p> | <p>20*</p>  <p>-----</p> |



Pictures taken from: www.freepik.com, www.freeimages.com, www.depositphotos.com

B. Now, let's reinforce the new vocabulary. Draw the picture that is written by the side.



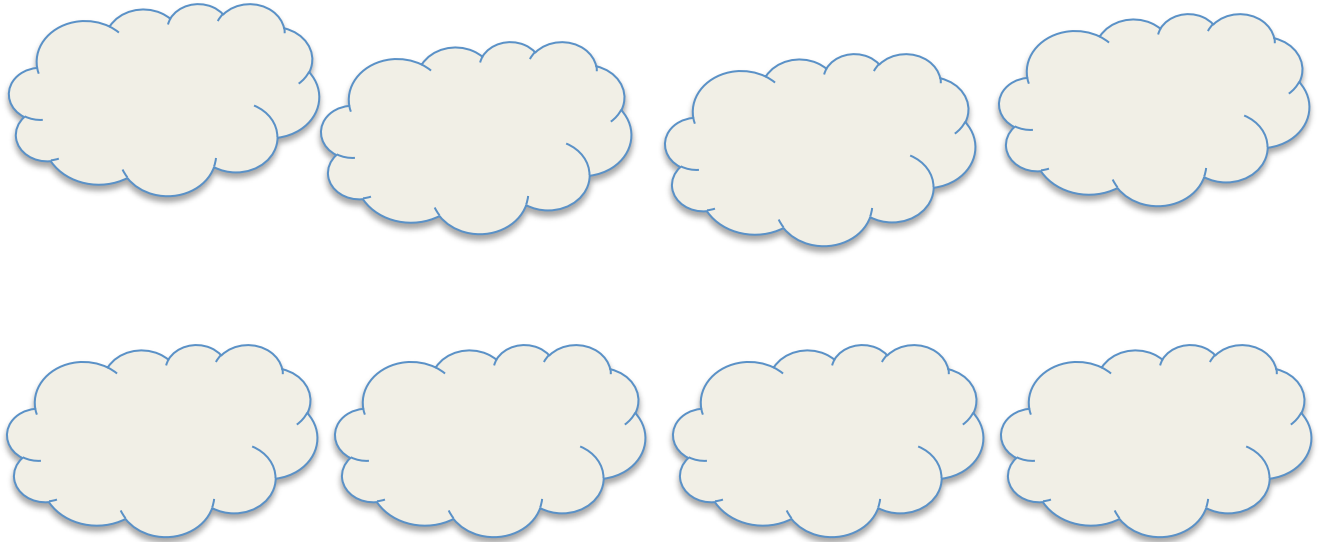
C. Think of some routines you do during the day and complete this chart.

| In the morning | In the afternoon | In the evening | At night |
|----------------|------------------|----------------|----------|
| | | | |





D. Finally, what other activities do you do during a day on weekends? Write your answer in the clouds.

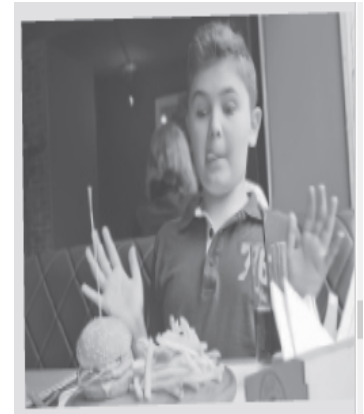


2. READING TASKS (30 minutes)

Read the text and complete with the verbs in brackets. Then, read aloud and practice as many times as you need.

LIFE

A. Roberto is twelve years old. He 1 wakes up (wake up) at 5:30 am. He 2 _____ (take) a shower and 3 _____ (have) breakfast. He 4 _____ (eat) eggs, cheese and chocolate milk. He never 5 _____ (brush) his teeth because he doesn't have time. He 6 _____ (go) to school at 6:30 am. He 7 _____ (not have) lunch at school. He 8 _____ (have) some snacks, such as chips and sweets. Roberto 9 _____ (come) home at 3:00 pm. Then, he usually 10 _____ (make) a sandwich for lunch. He never 11 _____ (do) exercise in the week. Sometimes he 12 _____ (play) football on Saturday. At the weekend, he always 13 _____ (eat) fast food for dinner



B. Choose the correct options for the statements

1. The form *wakes up* has a final S because:

- a. It's present b. It's past c. It's third person

2. The correct form of the third person of *brush* is:

- a. Brushes b. Brush c. Brushes

3. The paragraph is written in:

- a. Present tense b. past tense c. future tense

4. These are adverbs of frequency, EXCEPT:

- a. Weekend b. never c. sometimes d. usually

5. The word *USUALLY* goes _____ in the following statement "he usually makes a sandwich"

- a. After the subject b. after the verb c. at the end of the sentence

C. Regarding the previous text answer the following questions:

Does Roberto have a healthy routine?

Should he change his routine?

D. Suggest a better routine for Roberto: Write your ideas in the format

Personal Hygiene

First, *he can wake up at 5:00 am to have time to brush his teeth.*

Then, _____

Finally, _____

Food

Exercise



E. Now, you are going to read the next paragraph. Underline the actions about daily routines.

27*



This is Patricia. She is Roberto's mom. She is a nurse. She is tall and thin. She works at the hospital and she takes care of the sick people.

She wakes up at five in the morning, later she takes a shower, has something for breakfast and get ready to leave home at seven.

She waits for the bus at 7:15 in the bus stop. She goes to the hospital and she arrives at 8:00. She works until four in the afternoon.

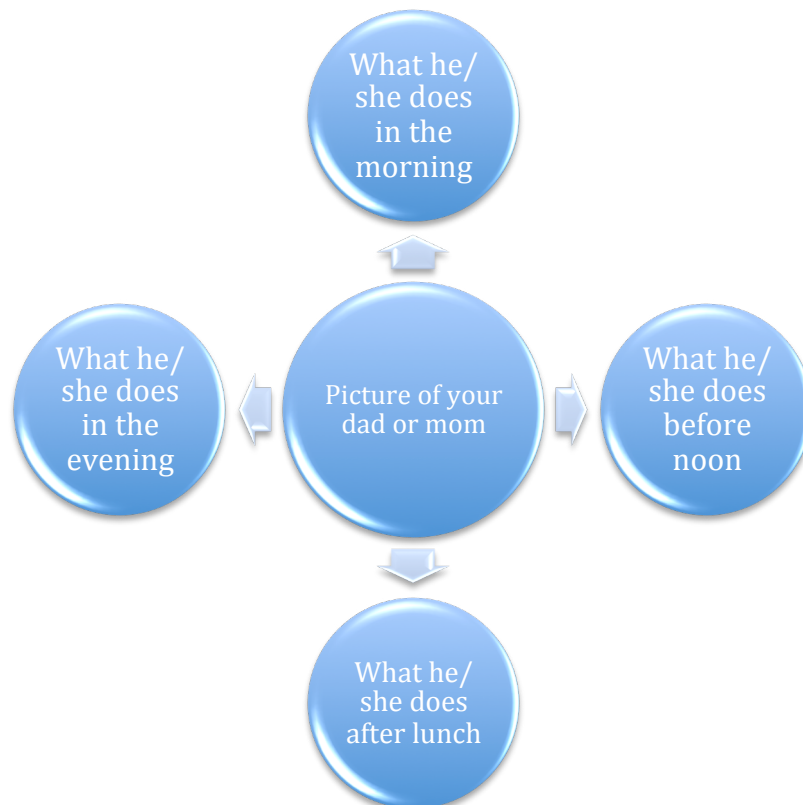
She helps the doctors and she helps the patients. She has an hour to have lunch. She has lunch with her friend Susan. Susan is a doctor.

After work, she goes to the academy to study French and later she gets home. She takes a bath and eats something light. She watches some series and finally she goes to sleep.

Picture taken from: www.freepik.com

3. WRITING TASKS (35 minutes)

What does your father or mom do? Write his/her daily routine following the example above.





Now, think of a healthy daily routine. Design in *word* this routine with pictures and phrases. Be creative. Finally take it to www.calameo.com and share you magazine with the teacher and classmates.

Aren't you able? Well, do it by yourselves using old notebook sheets. Be creative. Use colors, stickers, scissor or what you want to present a good product.

4. LISTENING TASK (10 minutes)

[Listen to the audios](#) and write down the sentences you hear. These sentences are about one student's daily routine.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

5. SPEAKING TASKS (15 minutes)

Think about your daily routine. What is this like? Send an audio to the WhatsApp group reading these sentences.

On the other hand, you can complete the next chart and send the audio reading these phrases.

1. Use the words in the box to complete the sentences about your habits. Write *healthy* or *unhealthy* next to each habit.

always usually sometimes hardly ever

1. I usually stay in all day. unhealthy
2. I _____ drink eight glasses of water a day. _____
3. I _____ eat breakfast. _____
4. I _____ brush my teeth in the morning and in the evening. _____
5. I _____ do exercise three times a week. _____
6. I _____ eat fruit and vegetables every day. _____
7. I _____ sleep more than seven hours per day. _____
8. I _____ eat fast food. _____
9. I _____ drink fizzy drinks. _____
10. I _____ use dental floss. _____

6. SELF-ASSESSMENT TASKS (10 minutes)

Do not forget to complete the chart

| What I did | What I didn't do | What I can improve |
|------------|------------------|--------------------|
| | | |



THIS IS THE END

Well, you have done it and you know how to improve your daily routine into a new healthy. Could you convince your relatives to change some not so good routines and improve some of them?

What would you tell to them?

Congratulations by making your tasks and improving your family members' daily routine.

USEFUL RESOURCES

www.calameo.com

www.merriamwebster.com

<https://contenidos.colombiaaprende.edu.co/programa-nacional-de-bilinguismo>

www.canva.com

Audios: <https://drive.google.com/file/d/1-u9TcFHgOT2gsWwGW7mTrGPwQeSbKrLc/view?usp=sharing>

ANSWER KEY

- I. Vocabulary Task : In order: Get up , wash face , brush teeth , get shaved , have a shower, get dressed, prepare breakfast , have breakfast , leave home , walk to school, get on the bus , have lessons, read books, draw pictures, play games, do exercises, have lunch, surf the net, do homework, listen to music, ride a bicycle, drive a car, drink fruit juice, watch TV, sleep.
- II. Reading task: A. Roberto is twelve years old. He wakes up at 5:30 am. He takes a shower and has breakfast. He eats eggs, cheese and chocolate milk. He never brushes his teeth because he doesn't have time. He goes to school at 6:30 am. He doesn't have lunch at school. He has some snacks, such as chips and sweets. Roberto comes home at 3:00 pm. Then, he usually makes a sandwich for lunch. He never does exercise in the week. Sometimes he plays football on Saturday. At the weekend, he always eats fast food for dinner.
- B. 1.c; 2. c; 3. a; 4. a; 5. a.
- III. Listening Task.
- She always wakes up at 5:30 in the morning to get ready and leave to school.
 - My family sometimes spend Saturdays in the park doing different activities such as running, playing with some balls or talking.
 - My father never comes to my house to have lunch because he is working at the company.
 - My mother usually helps me to do my homeworks, except English because she doesn't know.
 - My pet is always happy to see me when I arrive from school at noon.



ORIENTACIONES FINALES PARA LOS PADRES DE FAMILIA (30')

Después de acompañar a su hijo (a) en esta guía de auto aprendizaje, vamos a llenar de nuevo el cuadro teniendo en cuenta su desempeño:

| ¿Qué hice? | ¿Qué me faltó hacer? | ¿Qué pude haber hecho mejor? |
|------------|----------------------|------------------------------|
| | | |

¿Cómo ayudaría a su hijo a cambiar hábitos y rutinas poco saludables?
Reunirse en familia y dialogar al respecto.

AUTHOR(S)

| | |
|--------|--|
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| Email | fernandomahecha.manuelaayala@gmail.com |
| School | IEM Manuela Ayala de Gaitán |



Annex Way to Go! Workbook Page 25

My Health Care Routine

Lesson 1 » On a Normal Day I ...

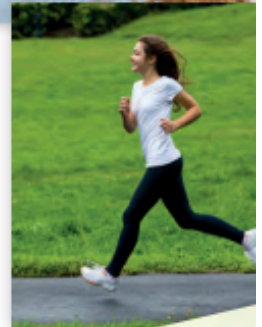
1. Write the activities on the chart to show when you do them.

| In the morning | In the afternoon | In the evening | At night |
|----------------|------------------|----------------|----------|
| | | | |

2. Use the information from exercise 1 and the words in the box to write sentences about your routine.

always usually sometimes

- In the morning, I usually *study at school* _____.
- In the morning, I always _____.
- In the _____, I _____.
- In the _____.
- _____.



drink water

brush my teeth

spend time with my family

eat healthy food

do exercise

take a shower

watch TV

sleep well

study



Annex Way to Go! Workbook Page 26

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

Lesson 2 » Is that Healthy?

1. Use the words in the box to complete the sentences about your habits. Write *healthy* or *unhealthy* next to each habit.

always usually sometimes hardly ever

1. I usually stay in all day. unhealthy
2. I _____ drink eight glasses of water a day. _____
3. I _____ eat breakfast. _____
4. I _____ brush my teeth in the morning and in the evening. _____
5. I _____ do exercise three times a week. _____
6. I _____ eat fruit and vegetables every day. _____
7. I _____ sleep more than seven hours per day. _____
8. I _____ eat fast food. _____
9. I _____ drink fizzy drinks. _____
10. I _____ use dental floss. _____

2. Think about the habits you have. Do you have a healthy/unhealthy/balanced routine? Describe your routine.

I have a _____ routine, because _____



Annex Way to Go! Workbook Page 27

Lesson 3 » The Healthy Day

1. Read about Roberto's routine. Complete the text with the correct form of the verbs.

LIFE

Roberto is twelve years old. He ¹ wakes up (wake up) at 5:30 am. He ² _____ (take) a shower and ³ _____ (have) breakfast. He ⁴ _____ (eat) eggs, cheese and chocolate milk. He never ⁵ _____ (brush) his teeth because he doesn't have time. He ⁶ _____ (go) to school at 6:30 am. He ⁷ _____ (not have) lunch at school. He ⁸ _____ (have) some snacks, such as chips and sweets. Roberto ⁹ _____ (come) home at 3:00 pm. Then, he usually ¹⁰ _____ (make) a sandwich for lunch. He never ¹¹ _____ (do) exercise in the week. Sometimes he ¹² _____ (play) football on Saturday. At the weekend, he always ¹³ _____ (eat) fast food for dinner.



2. Decide if Roberto has healthy or unhealthy habits. Then plan a better routine for him.
- Does he have a healthy routine?

 - Think of healthy alternatives for Roberto in each of these three areas: personal hygiene, food and exercise.
 - Write a healthy routine for Roberto. Write one paragraph for each area.

Useful Expressions

- (I/He/She/We) can ...
- (I/He/She/We) can try to ...
- (I/He/She/We) can start to ...
- (I/He/She/We) can stop ...

Personal Hygiene

First, he can wake up at 5:00 am to have time to brush his teeth.

Then, _____

Finally, _____

Food

Exercise



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28. Ministerio de Educación Nacional (2016). Way to go! Workbook 6th Grade. Bogotá D.C. – Colombia. P. 25. Retrieved from www.colombiaaprende.edu.co/colombiabilingue.

29. Ministerio de Educación Nacional (2016). Way to go! Workbook 6th Grade. Bogotá D.C. – Colombia. P. 27. Retrieved from www.colombiaaprende.edu.co/colombiabilingue.