

“BEYOND THE CLASSROOM” ENGLISH SELF-STUDY GUIDE

School	_____	City	_____
Teacher’s name	_____		
Student’s name	_____		
Grade	6	Level	A1

ORIENTACIONES PARA LOS PADRES DE FAMILIA

Esta guía de aprendizaje de inglés es diseñada con el fin de permitir a los estudiantes explorar vocabulario relacionado a las rutinas diarias y de esa manera permitirles reconocer elementos lingüísticos que les serán de utilidad para poder dar a conocer sus ideas en inglés. Esta guía debe ser desarrollada en un tiempo máximo de 1 hora, en la cual su hijo (a) explorará diversas habilidades en inglés que le permitirán potenciar su conocimiento. El trabajo que aquí observa está relacionado con las páginas 20 y 21 del libro Way to Go 6, Student’s Book, el cual está disponible en la página de Colombia Aprende.

En esta guía encontrará:

1. VOCABULARY TASKS

La actividad 1 está organizada en dos partes; a) esta actividad se enfoca en potenciar el conocimiento de verbos y sus respectivas definiciones, para ello, los estudiantes deberán organizar las letras en desorden para formar verbos y ubicarlos con su definición. b) Es una actividad orientada a trabajar la hora en inglés relacionando imágenes de relojes con la expresión correcta.

2. LISTENING TASK

La actividad 2 consiste en escuchar la rutina de Santiago y usar las palabras en el recuadro para completar el texto. Se adjuntan dos enlaces para que los estudiantes accedan al audio o lo descarguen. Quienes no cuenten con conexión recibirán el audio a través de WhatsApp.

3. READING TASKS

La actividad 3 busca fortalecer la habilidad de lectura literal, para ello es importante que su hijo (a) lea detenidamente el diálogo e identifique palabras clave como verbos. Luego de la actividad de lectura, hay una actividad de escritura, en la cual debe reconocer en inglés acciones que realiza normalmente y manifestarlas por medio de oraciones, y después encontrará un “Stop and Think” que hace referencia a preguntas sobre el uso del lenguaje, las cuales tienen como propósito llevar al estudiante a reflexionar en torno a aspectos gramaticales y cómo usar algunos conectores de manera apropiada en inglés.

4. WRITING TASKS

La actividad 4 tiene como fin redactar a modo de texto, haciendo uso de conectores, su rutina diaria.

5. SELF-ASSESSMENT TASKS

La actividad 5 es el momento más importante, porque permitirá a su hijo o hija reflexionar en torno a los aprendizajes obtenidos, para ello es importante que sea honesto y tenga en cuenta que el aprendizaje es un proceso continuo, muy valioso.

Nota: A través del desarrollo de la guía encontrará ejemplos que serán de gran utilidad y al final de la misma hallará las respuestas de apoyo para el desarrollo de las actividades. Se adjuntan las páginas 20 y 21 del libro para quienes no cuentan con acceso a internet, ya que en estas hay vocabulario clave para el desarrollo de la guía.



WELCOME TO THIS SELF-STUDY GUIDE

This English self-study guide helps you to recognize those verbs and vocabulary that are useful to describe our daily routines and habits, that's why all activities take you to be able to express your ideas about it. You can find information related to this topic in Way to Go, Students' Book 6, Module 1, Unit 2, page 21.

Topic	Skill(s)	Grammar	Vocabulary	Function(s)
Daily Routines	Reading, Writing and Listening	Simple present, Verb to be.	Verbs, routines vocabulary and the time	Describing daily activities

GET READY

Study time needed: 1 hour	Resources: <i>Notebook, English dictionary, pens, Way to Go Students' Book PDF, Cellphone.</i>	Textbooks Links: - https://drive.google.com/file/d/1sroHuDVqB3YpL6ztL5hn3ViweAmR5oc6/view <i>Way to go. Students' Book, page 20, exercise 1.</i> <i>Way to go. Students' Book, page 21, exercise 3 and 4.</i>	Audio track links: -YouTube https://youtu.be/qhwBjD09exc -Google Drive https://drive.google.com/file/d/1FIE5b1F7ffDMm0G9J6c4ZpYBs65cNst_/view?usp=sharing
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LEARNING OBJECTIVES

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

- To identify daily routine verbs.
- To describe your daily routine including the time.
- To identify information about daily routines in oral texts.

LEARNING STRATEGIES

What can you do to achieve the objectives?

- Read carefully all instructions and information given.
- Look at the examples, these can give you a clear idea of what to do.
- Avoid translating, if you don't know any word, look for the definition, not the translation in Spanish.
- Every new learning is a new achievement, write it down.

ACTIVITIES

1. VOCABULARY TASKS (10 minutes)

a. Look at the words, they are in disorder, try to organize the word to create a verb and then label them to the definitions. Use your dictionary if necessary. Take into account the example, it is number Zero.

Example

0. drae: READ

1. Akme deninr: ____ ____
2. lapy: ____
3. pu teg: ____ ____

4. keat a woshre: _____
5. heav brfskaet: _____
6. tislén ot msiuc: _____
7. busrh ym tehet: _____
8. og ot selep: _____

0. To look at carefully so as to understand the meaning of (something written, printed, etc.)	1. To cook or prepare a meal.	2. To exercise or employ oneself in diversion, amusement, or recreation.
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0. R E A D

1. _____

2. _____

3. To rise or cause to rise from bed after sleeping.	4. To clean oneself in a shower.	5. A meal eaten in the morning, the first of the day.
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3. _____

4. _____

5. _____

6. To find some songs and put them on your MP3 player.	7. The act of scrubbing teeth with a toothbrush equipped with toothpaste	8. Go to bed and fall asleep.
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6. _____

7. _____

8. _____

b. You are going to find some digital clocks, match them to the right time with a line. Then, complete the sentences with the time when the actions happen.

0. It's six O'clock.	a. 12:50 p.m.
1. It's ten to one.	b. 9:10 p.m.
2. It is fifteen to seven.	c. 7:30 a.m.
3. It is fifteen past three.	d. 6:00 a.m.
4. It's half past seven.	e. 6:45 p.m.
5. It is ten past nine.	f. 3:15 p.m.

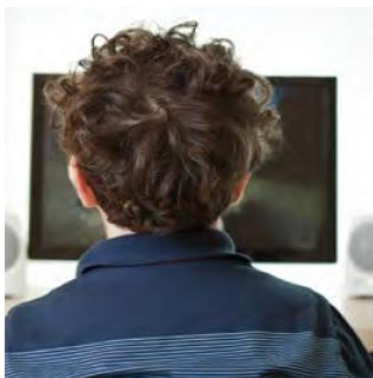
- a. I get up at six o'clock.
- b. My dad goes to work at _____
- c. We have lunch at _____
- d. I finish classes at _____
- e. My mom cooks the dinner at _____
- f. We go to sleep at _____



2. LISTENING TASKS (10 minutes)

Santiago is talking about his daily routine, what do you think are the actions he is going to mention?

- Complete the text in your own way in your notebook with the verbs you consider are appropriate.
- Listen to the audio and compare to your answers, then complete Santiago's routine. (SEE LINKS AT "USEFUL RESOURCES" AT THE END OF THE GUIDE.)



breakfast shower dinner homework

Hi!
 On Mondays to Fridays, I **wake up** early and **take** a _____. I **don't make** my _____ because my mother **makes** it for me. I **go** to school by bus and I **start** school at 6.15. In the afternoon, I **do** my _____. I **don't play** sports, but I **read** a lot! I **watch** TV, but I **don't make** _____. My father **arrives** early every day and **cooks**.

1

3. READING TASKS (20 minutes)

a. Here we have John and Diana's conversations, what do you think are the actions they are going to talk about?

- Write down the idea that comes to your mind.
- Then read at the conversation about their daily activities and compare with your answers.

Hi, John! How are you?

Hello Diana. I'm fine,

What do you do after school?









I ride on my scooter, then I do exercise at the gym, and finally I rest at home. And you?

I work at my office, then I go shopping. After that, I walk and eat with my dog and finally, I take a shower in my house.

Oh, that's great!



b. Now, place the verbs found in John and Diana’s conversation in the chart below.

			
0. Walk	1.	2.	3.
			
4.	5.	6.	7.

c. Now, think of at least 3 common actions you do daily and write them down including the time. Use verbs above.

Example:

I take a shower at 6 a.m.



In the conversation between Diana and John there are some interesting linking words:

"then" "and" "after" "finally". Read them again in the dialogue and answer the questions below.

1. What function does the word "then" have in the text?

- a. To explain an idea in future.
- b. To add an idea with correlated meaning.
- c. To contrast the idea.

2. You use "and" to finish an idea.

True or False

3. Choose the wrong statement:

- a. You use the word "after" to describe a sequential action
- b. You use the word "after" for explaining two or more activities
- c. You use the word "after" at the end of a sentence

4. Does The word “finally” usually go...?

- a. At the beginning of a text.
- b. To conclude your ideas.
- c. To add more information.

4. WRITING TASKS (10 Minutes)




a. It is time to write your own daily routine. Take into account the actions you wrote before. At this point, you need to use vocabulary related to time and those linking words seen in the conversation between John and Diana. Look at the example.

Example: Hello, my name is Peter. I get up at 5 a.m. and take a shower. At 6.15 I make my breakfast and then I brush my teeth. At 7 o'clock I start my classes online until 12.30 p.m. After that, I cook my lunch and start doing my homework. At 5 p.m. I watch my favorite TV Program till 7 o'clock. Then, I eat something light and finally I go to sleep.

Now that you finish writing, check if you used vocabulary and structures required. Are your ideas expressed clearly? Read what you wrote and edit if necessary.

5. SELF-ASSESSMENT TASKS (10 minutes)

Answer honestly according to your process, don't worry if it was difficult, we all are still learning. Mark with an X and then answer with your parents.

Check your work!	 11	 12	 13	Talk to your parents about your process, then answer the questions below with them.
	Very Good Work	Nice Work	Still learning	
I can identify some vocabulary related to my daily routines.				How many words did you really learn? _____ Can you tell the time in English? _____
I can describe some actions of my daily routine.				Mention 2 actions you can now describe. _____

THIS IS THE END

You did it, maybe it was not easy, but you are a winner for deciding to learn, so, never give up. When everything seems to be difficult and confusing, remember that your teacher is always with you. Keep practicing and studying, together we will do anything we want.

You are a great and smart student, with discipline and love you will be the best.

Thanks for being my student!

USEFUL RESOURCES



YouTube

<https://youtu.be/ghwBjD09exc>

Link of the Audio, Santiago's Routine, Listening Task.



Google Drive

https://drive.google.com/file/d/1FIE5b1F7ffDMm0G9J6c4ZpYBs65cNst_/view?usp=sharing

Link to download the audio, Santiago's Routine Listening task.

https://www.vocabulary.cl/Lists/Daily_Routines.htm

Vocabulary related to daily routines.

<https://www.lewolang.com/gramatica-inglesa/37/prepositions-of-time>

Prepositions of time.

https://www.grammar.cl/Present/Verbs_Third_Person.htm

Grammar of Third person verbs.

ANSWER KEY

1- Vocabulary Task

a.

1. Make dinner 2. Play 3. Get up 4. Take a shower 5. Have breakfast
6 Listen to music 7. Brush my teeth 8. Go to sleep

B.

1. D 2. A 3. E 4.F 5.C 6. B

2- Listening task

- a. Shower b. Breakfast c. Homework d. Dinner

3- Reading task

1. Work 2. Ride 3. Eat 4. Rest 5. Take a shower 6. Do exercise 7. Go shopping

Stop and think!

1. B 2. False 3. C 4. B

ORIENTACIONES FINALES PARA LOS PADRES DE FAMILIA

Queremos agradecer el esfuerzo que desde casa ustedes están realizando en el proceso de acompañamiento de sus hijos.

Para garantizar el éxito de esta guía y el proceso de aprendizaje, trabaje las siguientes preguntas con su hijo (a) una vez que haya terminado las actividades:

- ¿Qué recursos usaste para desarrollar esta guía?
- ¿Puedes decirme tu rutina diaria?
- ¿Entendiste todas las actividades?
- ¿Cómo organizaste tu tiempo para desarrollar los ejercicios de la guía?

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LINKS OF IMAGES

1. Ministerio de Educación Nacional (2016). Way to go! 6th Grade Workbook. Bogotá D.C. – Colombia. P20. Retrieved from www.colombiaaprende.edu.co/colombiabilingue.
2. Image retrieved from <https://pixabay.com/es/vectors/sal%C3%B3n-de-clases-personajes-de-c%C3%B3mic-1297775/with-a-free-for-commercial-use-license>.
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ANNEXES: WAY TO GO! -STUDENTS' BOOK PAGES 20-21

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

Unit »2

What Do You Do?

» Objectives

- » I can describe daily routines.
- » I can ask and answer questions about daily routines.
- » I can ask and answer questions about the time.
- » I can describe the frequency of activities.
- » I can talk about my habits at school.

In Context » It's Just Another Day!

1. **Read »** Read the survey from *Teenagers Today* magazine. Answer the questions. Then, compare with a partner.

ARE YOU A TYPICAL TEENAGER?		
Do you...	Yes	No
wake up late?		
play video games?		
use the internet to do your homework?		
listen to music on your mobile phone?		
play sports at school?		
read books or magazines?		



- 11 2. **Listen »** Read Santiago's email. Listen and complete with the words in the box.

20



breakfast shower dinner homework

Hi!
 On Mondays to Fridays, I **wake up** early and **take** a _____. I **don't make** my _____ because my mother **makes** it for me. I **go** to school by bus and I **start** school at 6.15. In the afternoon, I **do** my _____. I **don't play** sports, but I **read** a lot! I **watch** TV, but I **don't make** _____. My father **arrives** early every day and **cooks**.



module 1 // Unit 2

3. **Speak** » Is your routine similar to Santiago's? Tick (✓) what you do. Then, practise with a partner.

<input type="checkbox"/>	wake up at 6.00
<input type="checkbox"/>	take a shower
<input type="checkbox"/>	make breakfast
<input type="checkbox"/>	start school at 6.15
<input type="checkbox"/>	play sports at 10.35

On weekdays, I wake up at 6.00 and I make my bed. I ...



On weekdays, I wake up at 6.30. I take a shower, but I don't make breakfast. I ...

12 4. **Write** » Listen to Bill, a student from Atlanta. Complete with the words in the Word Bank.

- Word Bank**
- my email
 - my family
 - music
 - sports
 - teeth
 - a book
 - bed
 - lunch

 read _____	 make _____	 check _____	 listen to _____
 talk to _____	 play _____	 brush my _____	 go to _____

13 5. **Listen** » Listen to Yana talk about her sister Alina. Listen and tick (✓) the activities that you hear. Discuss Alina's routine with a partner.

 She wakes up late.	 She doesn't take a shower.	
 She studies all afternoon.	 She doesn't do her homework.	
 She watches TV.	 She doesn't help with dinner.	

21st Century Skills
- Critical Thinking

How can you have better results at school? Do you have good routines that contribute to your good results?
What do you do in order to build good habits?

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She **wakes** up late. It's bad because she **doesn't have** time to have breakfast.

