



"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 para el trabajo en casa se preparó con el fin de ayudar a su hijo o hija practicar dar información escrita acerca de su rutina diaria. Su hijo (a) deberá dedicar una hora para desarrollar toda la guía. El trabajo aquí descrito se deriva de las actividades indicadas en las **páginas 20, 21 y 22** del libro del estudiante Way to Go 6, que está disponible en la plataforma Colombia Aprende. Se adjuntó la página del libro al final de la guía para quienes no tiene acceso a internet.

Actividad 1: **Vocabulario**, ejercicio A. Identificar las imágenes y escribir debajo de cada imagen, la palabra que complete la actividad relacionada a la rutina. Ejercicio B, debe escribir la hora en que realiza esas actividades y luego describir en oraciones escritas. Ver ejemplo.

Actividad 2, **Listening**: En el ejercicio A, su hijo(a) debe identificar las actividades que escucha en el audio (pista 13). El ejercicio B, debe escuchar el audio una vez más e identificar si las oraciones son falsas o verdaderas.

Actividad 3: **Language Awareness**. En esta actividad está basada en el ejercicio de escucha. Debe ver los ejemplos y responder unas preguntas sobre el uso y significado de la estructura para describir rutinas diarias. Igualmente, el ejercicio B ofrece oraciones con errores que debe corregir con base en lo realizado en el ejercicio A. En el ejercicio C, es completar el texto con las palabras del tema Daily routines que se encuentran en el recuadro.

Actividad 4: **Writing**. Allí se ofrece un ejercicio de preparación que consiste en completar el texto con los verbos en el recuadro. Debe tener en cuenta la forma correcta del verbo de acuerdo a quien se esté hablando. El ejercicio B consiste en escribir su rutina e incluir a un miembro de la familia en la descripción.

Actividad 5. **Self-assessment**. Su hijo(a) debe evaluar lo realizado y aprendido en la realización de la guía.

Agradecemos el acompañamiento en el desarrollo de esta guía. Todas las actividades ofrecen ejemplos y las respuestas también se encuentran al final de la guía en la sección Answer Key.

WELCOME TO THIS SELF-STUDY GUIDE

This English self-study guide helps you practice describing your daily routine and include other family members. All the activities are related to the topic of Daily Routines presented in Way to Go Student Book 6 Module 1 Unit 2, Lesson 1. It builds on the vocabulary, language analysis and writing tasks done in the previous worksheet. It asks you to improve your vocabulary, writing and listening skills. Remember to compare your answers with the answer key to check your comprehension and performance.

Topic	Skill(s)	Grammar	Vocabulary	Function(s)
What do you do?	Listening & writing.	Present simple	Daily routines	Describing daily routines



GET READY

Study time needed:
1 hour, 20 minutes

Resources:
Mobile phone, dictionary, pencil, Textbook Way to Go 6.

Textbooks Links:

- <https://drive.google.com/file/d/1sroHuDVqB3YpL6ztL5hn3ViweAmR5oc6/view>

LEARNING OBJECTIVES

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

- To practice vocabulary related to daily routine.
- To identify information in an audio about daily routine.
- To describe daily routines.

LEARNING STRATEGIES

What can you do to achieve the objectives?

- Use a free dictionary app to listen to the pronunciation of new vocabulary.
- Read the instructions for each task.
- Look at the pictures completing with the words in the word bank.
- Repeat the pronunciation of the words a few times. It can help you feel more comfortable to use them.
- When listening to the audios, repeat the pronunciation.
- Underline the words of the routines found in the texts.

ACTIVITIES

VOCABULARY TASKS (15 mins)

A. Look at the pictures relating to daily routines and write the daily routine. Use the Word Bank

WordBank
my email
my family
music
sports
teeth
a book
bed
lunch

1.  read <u>a book</u>	2.  make _____	3.  check _____	4.  listen to _____
5.  talk to _____	6.  play _____	7.  brush my _____	8.  go to _____

B. Think about your daily routine. Write the time you do each activity. Then choose 5 activities and write sentences. Look at the example.

Time	Activity
6.00	Wake up
	Make my bed
	Take a shower
	Have breakfast
	Brush my teeth
	Go to school
	Start school
	Arrive home
	Do homework or study
	Watch TV or play
	Have dinner
	Go to bed

I wake up at 6.00 a.m.



A Listening (15 mins) Track 13

Listen to Yana talk about her sister Alina. Listen and tick (✓) the activities that you hear.

1.  She wakes up late.	2.  She doesn't take a shower.
3.  She studies all afternoon.	4.  She doesn't do her homework.
5.  She watches TV.	6.  She doesn't help with dinner.

B Listen again and write true or false.

1. Yana's sister is 10 years old _____
2. They study at Petrograd Public School _____
3. They live in Moscow _____
4. Yana's sister does exercise in the afternoon _____
5. She's very good _____

LANGUAGE AWARENESS (20 mins)

A. Look at the examples from the listening exercise and choose the correct option.

1. Sentences 1 to 6 talk about Yana's sister.
 - a. True
 - b. False
2. The sentences describe Yana's sister daily routine.
 - a. True
 - b. False
3. To make the negative sentence for she / he / it we add
 - a. **don't**
 - b. **doesn't**
4. Look at the sentences below and answer the question.

They **study** at Petrograd Public School
 She **studies** all the afternoon.
 She **watches** TV.
 She **wakes** up late.
 She **doesn't** help with dinner.

 - a. How does the verb **study** change with the subject she (also he and it)? It changes _____
 - b. How does the verb **watch** change with the subject she (also he and it)?
 - c. What do you add to other verbs?

Look at this!!!
 Other verbs with **es**
 after she and he
 Go - **goes**
 Do - **does**
Another difference
 Have - **has**

B. Read the sentences, find the mistakes and correct them. Look at the example.

1. I **studies** in the morning _____ *I study in the morning* .
2. She don't wake up early _____
3. We doesn't help with dinner _____
4. She watch TV in the evening _____
5. She do exercises after school _____



C. Complete the text with the words in the words Bank.

goes doesn't watch drinks wakes up eats plays doesn't eat



Tom Calvo's a footballer. He **1.** _____ at 5.15 every morning. He **2.** _____ eggs and bread for breakfast. He **3.** _____ chocolate. He **4.** _____ football from 7 a.m. to 5 p.m. every day. He eats a lot of food and **5.** _____ a lot of water. In the evening, he **6.** _____ TV. He reads and **7.** _____ to bed at 10.

WRITING TASKS (25 mins)

A. Preparation. Complete the following daily routine with the verbs from the box. Remember to use the verbs in the correct form.

arrive - have (x2) - play - take - wake - make - do - go (x2) - start - watch

My day starts very early. I wake up at 5:00 am. My sister ¹ _____ a shower at 5:15 am and I ² _____ my bed. I ³ _____ breakfast at 5:50 am. My sister and I ⁴ _____ to school at 6:20 am because school ⁵ _____ at 7:00 am. We ⁶ _____ home at 3:00 pm. We ⁷ _____ our homework at 4:00 pm and then we ⁸ _____ TV or we ⁹ _____ sports. At 7:00 pm we ¹⁰ _____ dinner and we ¹¹ _____ to sleep before 9:00 pm.




Compare your answers with the answer key.

B. Write your routine including information about one relative. You can use the information in exercise B in the Vocabulary section and the model of the previous exercise.

Be careful

After writing your text, check for any spelling mistakes or the incorrect verb. Take a photo to your daily routine and send it to your teacher via WhatsApp.

A. SELF-ASSESSMENT TASKS (5 mins)

Check your progress. I can...	 Very Well	 Quite well	 with difficulty	Discuss with your parents. Answer the questions
identify vocabulary related to daily routine				What words did you learn? _____
identify information about daily routine in an audio				Who did they talk about?
write a description about my routine.				Who did you include in your routine? _____



THIS IS THE END

Congratulations, you can do amazing things. Continue practicing talking about your routine, learning vocabulary, listening to audios and write about it. You can check the useful resources as well. Finally, don't forget to continue practicing pronunciation with the apps.

USEFUL RESOURCES

<https://www.englishactivities.net/english-topics-esl>

<https://vocaroo.com/>

<https://www.esl-lab.com/easy/>

<https://learnenglishteens.britishcouncil.org/skills/reading>

ANSWER KEY

VOCABULARY

1. Read a book, 2. make lunch, 3. check my email, 4. listen to music, 5. talk to my family, 6. play sports, 7. brush my teeth, 8. go to bed.

B. Students own answers.

LISTENING TASKS

A. 1. ✓ 2. ✓ 3. ✓ 4. ✓ 5. ✓ 6. ✓

B. 1. False. 2. True 3. True 4. False 5. False

LANGUAGE AWARENESS

A. 1. A true. 2. A true 3. B doesn't 4. A. study- studies / B. watches / c. we add **S (wakes)**

B. 1. I study in the morning
2. She doesn't wake up early
3. We don't help with dinner
4. She watches TV in the evening
5. She does exercises after school

C. 1. Wakes up 2. Eats 3. doesn't eat 4. Plays, 5. drinks 6. Watches 7. goes

WRITING TASKS

A. Preparation

1. takes 2. make 3. Have 4. Go 5. starts 6. arrive 7. Do 8. watch 9. play 10. Have 11. go

B. Students' own answers.

ORIENTACIONES FINALES PARA LOS PADRES DE FAMILIA

Una vez su hijo o hija haya terminado las actividades de esta guía, por favor hágale las siguientes preguntas que le permiten verificar el proceso de aprendizaje.

- ¿Cuál fue la actividad que más te gustó y cuál fue la actividad que te pareció más difícil?

- ¿pudiste entender fácilmente las palabras del audio?

-Dime 5 cosas que haces en un día normal.

- ¿En qué crees, que te puedo colaborar para ayudarte a seguir mejorando en inglés?

- ¿Qué crees que puedes hacer para seguir mejorando tu habilidad de entender lo que alguien dice en inglés? - ¿Cuánto tiempo te tomó desarrollar toda la guía? -

¿Qué recursos utilizaste?



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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?

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





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7. **Write»** Read the *Teenagers Today* article. Complete the article with the words in the box.

goes doesn't watch drinks wakes up eats plays doesn't eat



Tom Calvo's a footballer. He _____ at 5.15 every morning. He _____ eggs and bread for breakfast. He _____ chocolate. He _____ football from 7 a.m. to 5 p.m. every day. He eats a lot of food and _____ a lot of water. In the evening, he _____ TV. He reads and _____ to bed at 10.

8. **Speak»** Choose a famous person and tell your partner what that person does or doesn't do.

Mariana Pajón rides her bicycle every day. She **doesn't** eat bad food. She...

Justin Bieber sings and plays **the**... He **doesn't**...



21st Century Skills
• Communicating

Are you familiar with activities people in other cities/countries do? Can you name those activities?

Why do people take part in different activities in different places?

Appendix Workbook page 8

Lesson 2 » Lesson Title

1. What time is it? Write the time for each clock.

 <i>It's eight o'clock.</i>	 1. _____	 2. _____	 3. _____
 4. _____	 5. _____	 6. _____	 7. _____

2. Complete the following daily routine with the verbs from the box. Remember to use the verbs in the correct form.

arrive - have (x2) - play - take - wake - make - do - go (x2) - start - watch

My day starts very early. I wake up at 5:00 am. My sister ¹_____ a shower at 5:15 am and I ²_____ my bed. I ³_____ breakfast at 5:50 am. My sister and I ⁴_____ to school at 6:20 am because school ⁵_____ at 7:00 am. We ⁶_____ home at 3:00 pm. We ⁷_____ our homework at 4:00 pm and then we ⁸_____ TV or we ⁹_____ sports. At 7:00 pm we ¹⁰_____ dinner and we ¹¹_____ to sleep before 9:00 pm.