



## "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 tiene el fin de apoyar a su hijo o hija en la adquisición de vocabulario sobre las rutinas diarias y en su aplicación escrita para describir algunas de las actividades que realiza de manera cotidiana. Su hijo o hija deberá dedicar una hora aproximadamente para desarrollar las actividades de la guía en su totalidad. Dichas actividades se relacionan con la lección 1 de la unidad 2, módulo 1 de los textos Students book y Workbook de la serie Way to Go 6, disponibles en la plataforma Colombia Aprende, cuyos links de acceso directo se proporcionan en esta guía. En caso de no contar con acceso a internet, se adjuntan las páginas al final de la guía.

- Sección 1 (vocabulario): consiste en dos ejercicios de adquisición y práctica del vocabulario en inglés sobre algunas actividades de la rutina diaria.
- Sección 2 (lectura): Su hijo(a) realizará un proceso de comprensión de lectura de un texto corto en inglés sobre la rutina diaria de un joven nadador.
- Sección 3 (escritura): Su hijo(a) empleará el vocabulario y estructuras estudiadas en esta guía de aprendizaje y sus conocimientos previos, para describir su propia rutina diaria.
- Sección 4 (autoevaluación): El estudiante evaluará el alcance de lo aprendido con esta guía.

A través del desarrollo de estas actividades, su hijo(a) mejorará su manejo de vocabulario relacionado con las rutinas diarias y la estructura en inglés usada para describirlas en el tiempo. Además, logrará familiarizarse con la estructura de la sección de lectura del examen SABER 11, lo cual contribuirá a que se logre un mejor desempeño en el mismo.

Complementariamente, cada actividad cuenta con ejemplos, así mismo se proporcionan las respuestas correctas y recursos adicionales de apoyo.

Agradecemos su colaboración supervisando que su hijo(a) complete las actividades indicadas. Al final, en la sección ORIENTACIONES FINALES PARA LOS PADRES DE FAMILIA encontrarán una serie de preguntas de verificación de lo que su hijo(a) aprendió mediante el desarrollo de esta guía. ¡Juntos avanzamos en la educación de nuestros niños, niñas y jóvenes!

### WELCOME TO THIS SELF-STUDY GUIDE

This English self-study guide helps you learn vocabulary about daily routines and how to describe your daily activities in a written form. All the activities are connected to the Way to Go Student Book 6 Module 1 Unit 2 (page 8). It starts with some vocabulary activities. Then, you have to read a text and work on some activities about it, then you will discover how to talk about your routines in a specific lapse of time. Finally, you will write about your daily activities and when you do them.



| Topic                | Skill(s)            | Grammar                            | Vocabulary              | Function(s)                 |
|----------------------|---------------------|------------------------------------|-------------------------|-----------------------------|
| <b>Daily Routine</b> | Writing,<br>Reading | Prepositions of<br>time IN, ON, AT | Daily routine<br>verbs. | Describe<br>routines. daily |

### GET READY

|   |  |  |
|---|--|--|
| <p><b>Study time needed:</b><br/><br/><b>1 hour</b></p> | <p><b>Resources:</b><br/>English dictionary, notebook, pencil or pen, mobile phone or pc, sheets of paper o notebook, PDF file of Way to Go Student Book 6, PDF file of Way to Go Workbook 6</p> | <p><b>Textbooks Links:</b><br/>- <a href="#">Way to Go Student Book 6, page 72 Exercise 6</a><br/>- <a href="#">Way to Go Workbook 6 page 8 Exercises 2 and 4.</a></p> |
|---|--|--|

### LEARNING OBJECTIVES

### LEARNING STRATEGIES

|  |   |
|--|---|
| <p><i>What will you learn/practice/reinforce with these activities?</i></p> <ul style="list-style-type: none"> <li>To identify vocabulary related to daily routines.</li> <li>To describe his/her daily routine by using prepositions of time <b>AT, IN, ON</b></li> </ul> | <p><i>What can you do to achieve the objectives?</i></p> <ul style="list-style-type: none"> <li>Read the guide carefully.</li> <li>Make a glossary of new words in your notebook. Don't translate words. Use drawings to represent them. Use a dictionary only if absolutely necessary.</li> <li>Look at the examples given. They are highlighted in yellow.</li> <li>Download and/or use a free online dictionary app to listen to the pronunciation of new vocabulary.</li> <li>Use your prior knowledge and try to infer the meaning. You should not translate word by word.</li> <li>Write on your notebook any "new" learning points discovered.</li> <li>Use the models given to do your own task.</li> </ul> |
|--|---|




# ACTIVITIES

## 1. LANGUAGE TASKS (15 minutes)

a. Match each daily routine <sup>1</sup> in the Word Box with the corresponding picture. Write down the daily routine.

| WORD BOX             |                 |                  |                 |
|----------------------|-----------------|------------------|-----------------|
| Do homework or study | Go to bed       | Have breakfast   | <b>Wake up</b>  |
| Take a shower        | Play videogames | Arrive at school | Brush my teeth  |
| Make my bed          | Check e-mail    | Have dinner      | Listen to music |

|   |   |   |
|---|---|---|
| <p>1*</p>   | <p>2*</p>  | <p>3*</p>   |
| <p><b>1. WAKE UP</b></p>  | <p>2. _____</p>   | <p>3. _____</p>   |
| <p>4*</p>  | <p>5*</p>  | <p>6*</p>  |
| <p>4. _____</p>   | <p>5. _____</p>   | <p>6. _____</p>   |

<sup>1</sup> Adapted from Way to Go Workbook 6, page 8





|  |  |  |
|--|--|--|
| <p>7*</p>   | <p>8*</p>    | <p>9*</p>   |
| <p>7. _____</p>  | <p>8. _____</p>  | <p>9. _____</p>  |
| <p>10*</p>  | <p>11*</p>  | <p>12*</p>  |
| <p>10. _____</p>   | <p>11. _____</p>   | <p>12. _____</p>   |


b. Classify the previous vocabulary according to the time of the day you accomplish it.

| <i>IN THE MORNING</i>                                     | <i>IN THE AFTERNOON</i> | <i>IN THE EVENING</i>                                       |
|---|-------------------------|---|
| <ul style="list-style-type: none"> <li>Wake up</li> </ul> |                         | <ul style="list-style-type: none"> <li>Go to bed</li> </ul> |

**REMEMEBER!!!**

 THE MORNING GOES FROM 12:00 A.M. TO 11:59 A.M.

 THE AFTERNOON GOES FROM: 12:00 P.M. TO 5:59 P.M


 THE EVENING GOES FROM TO 6:00 P.M. TO 11:59 P.M.



2. READING TASK (15 minutes)

- a. Open your "Way to Go Students Book 6" on page 72, exercise 6<sup>2</sup>
- b. Read the routine of a Latin American swimming champion.

11\*



I wake up at 4.30 every day. I arrive at the pool at 5 a.m. Then, I swim for two hours. After I finish, I go home. I have breakfast before I take a shower. I go to school at 7.45 and I finish at 2.45. After school, I go swimming again. I usually arrive home for dinner at 6.30. Sometimes I'm late because I swim more.

- c. According to the reading, Tick (✓) true or false.

|   | TRUE | FALSE |
|---|------|-------|
| 1. He wakes up at 4:30 every day in the morning | ✓    |       |
| 2. He swims from 5:00 a.m. to 6:00 a.m.         |      |       |
| 3. He finishes school at 2:45 in the afternoon  |      |       |
| 4. He arrives home at 6:30 in the evening       |      |       |

3. LANGUAGE TASK (15 minutes)

- a. Look at this WhatsApp conversation between two friends. Diddy wants to know about Poches daily routine. Choose the correct options for the statements

12\*

Hi Poches! What do You do **ON** Monday morning? 10:13 p. m. ✓✓

Hello Diddy! Well, **IN the morning** I wake up **AT 5:30** a.m. and I go to work **AT 7:30** a.m. 10:14 p. m.

And what is your routine **ON TUESDAYS** ? 10:17 p. m. ✓✓

**IN the morning** is the same on weekdays. But **IN the afternoon** I go to the gym **AT 3:45 p.m.** **ON Tuesdays** and Thursdays. 10:26 p. m.

What about going out next Friday night? 10:29 p. m. ✓✓

I'm sorry is not possible 😞. I go to bed **AT 8:30 IN the evening** ! 10:32 p. m.

<sup>2</sup> Adapted from Way to Go Student book 6, p. 71



1. Write the time expression that goes after each "on" in the dialogue:
  - a. ON **Monday** \_\_\_\_\_
  - b. ON \_\_\_\_\_
  - c. ON \_\_\_\_\_
2. It means that we use "on" to:
  - a. Say the day(s) of the week
  - b. Indicate the moment of the day
  - c. specify the hour.
3. Write the time expression that goes after "in":
  - a. IN \_\_\_\_\_
  - b. IN **the afternoon** \_\_\_\_\_
  - c. IN \_\_\_\_\_
4. It means that we use "in" to:
  - a. Indicate the day of the week
  - b. say the moment of the day
  - c. specify the hour
5. Write the expressions written after "at":
  - a. AT \_\_\_\_\_
  - b. AT \_\_\_\_\_
  - c. AT \_\_\_\_\_
  - d. AT **8:30 P.M.** \_\_\_\_\_
6. It means that we use "at" to:
  - a. Indicate the day of the week
  - b. say the moment of the day
  - c. specify the hour.

**b. Read the sentences carefully. Fill in the gaps with at, in or on.**

1. My grandparents never visit us **on** Wednesdays.
2. The English Class starts \_\_\_ 9:00 a.m.
3. I sometimes eat eggs, bread and hot chocolate \_\_\_ the morning.
4. My brother plays football \_\_\_ Saturdays.
5. We always finish school \_\_\_ 3:00 p.m.
6. I usually drink water \_\_\_ the evening.

**4. WRITING TASKS (15 minutes)<sup>3</sup>**

- a. Think about your daily routine. Write in the chart the time (day, moment, hour) you do each activity
- b.

| ACTIVITY                                     | TIME           |                  |     |
|--|----------------|------------------|-----|
|  | hour           | moment           | day |
| I wake up                                    | <b>at 6:00</b> |                  |     |
| I make my bed                                |                |                  |     |
| I take a shower                              |                |                  |     |
| I have breakfast                             |                |                  |     |
| I brush my teeth                             |                |                  |     |
| I study / go to school                       |                |                  |     |
| I have lunch                                 |                | <b>in the</b>    |     |
| I finish school                              |                | <b>afternoon</b> |     |
| I play (football/ videogames/ an instrument) |                |                  |     |

<sup>3</sup> Adapted from Way to Go Workbook 6, p. 8



|  |  |  |              |
|--|--|--|--------------|
|  |  |  | on Thursdays |
| I check my smartphone (chats, e-mails) |  |  |              |
| I listen to music                      |  |  |              |
| I have dinner                          |  |  |              |
| I talk with my parents/ my friend(s)   |  |  |              |
| I go to bed                            |  |  |              |

c. Now write FIVE SENTENCES about your own routine, using the vocabulary, the chart, “the routine of a Latin American swimming champion”, the reading task, and the language you studied in this guide to help you.

---



---



---



---



---



---



---

**5. SELF-ASSESSMENT TASK** (5 minutes)

Tick (✓) the option that shows what you can do.

|   | <b>GREAT!</b><br><br>13* | <b>GOOD!</b><br><br>14* | <b>I NEED MORE PRACTICE</b><br><br>15* | <b>Discuss with your parents, then answer the questions below</b> |
|---|---|--|--|---|
| After finishing this self-study guide, I can...                           |   |  |  |   |
| Identify vocabulary related to daily routines.                            |   |  |  | How many new words did you learn?<br>_____                        |
| Describe my daily routine by using prepositions of time <b>AT, IN, ON</b> |   |  |  | When do you use At, IN, ON?<br>_____                              |



## THIS IS THE END

Congratulations, you have done a great job! Please, continue practicing the vocabulary about daily routines and how to describe them affirmatively in English. You can check other useful resources below. Finally, if you identify your daily habits, you can talk about what you usually do along a normal day in your life.

## USEFUL RESOURCES

Suggested Online English Spanish dictionaries

- <https://dictionary.cambridge.org/es/diccionario/ingles-espanol/>
- <https://diccionario.reverso.net/espanol-ingles/>

Vocabulary about daily routines

- [Way to Go Student Book 6, page 72 Exercise 6](#)
- [Way to Go Workbook 6 page 8 Exercises 2,3 and 4](#)
- [https://www.youtube.com/watch?v=qD1pnquN\\_DM](https://www.youtube.com/watch?v=qD1pnquN_DM)
- <https://www.youtube.com/watch?v=S15gHKcLJQU>
- <https://matchthememory.com/dailyroutines2>
- <https://agendaweb.org/vocabulary/daily-routines-exercises.html>
- <https://www.mes-games.com/dailyroutines.php>

Grammar – prepositions of time (IN, ON, AT)

- <https://www.woodwardenglish.com/prepositions-of-time-at-on-in/>
- <https://sites.google.com/site/actividadesparainglesjlc/home/unit-1/prepositions-of-time-1>
- <https://learnenglishkids.britishcouncil.org/grammar-practice/prepositions-time>
- <https://www.eslgamesplus.com/time-and-daily-routines-esl-interactive-board-game/>

## ANSWER KEY

### 1. VOCABULARY TASKS

**a.** 1. Wake up 2. Make the bed 3. Take a shower 4. Have breakfast 5. Brush my teeth 6. Go to school 7. Listen to music 8. Do the homework/study 9. Play videogames 10. Check e-mails 11. Have dinner 12. Go to bed  
**b.** IN THE MORNING: 1. Wake up 2. Make the bed 3. Take a shower 4. Have breakfast 5. Brush my teeth 6. Go to school. IN THE AFTERNOON: 7. Listen to music 8. Do the homework/study 9. Play videogames 10. Check e-mails IN THE EVENING: 11. Have dinner 12. Go to bed

### 2. READING TASKS

**c.** 1. TRUE 2. FALSE 3. TRUE 4. TRUE

### 3. LANGUAGE TASKS

**a.** 1. ON Monday. **b.** ON weekdays **c.** ON Tuesdays and Thursdays. **2.** **a.** **3.** IN the morning, **b.** IN the afternoon, **c.** IN the evening **4.** **b.** **5.** **a.** AT 5:30 a.m. **b.** AT 7.30 a.m. **c.** AT 3:45 p.m. **d.** AT 8:30 p.m. **6.** **c.**  
**b.** 1. ON 2. AT 3. IN 4. ON 5. AT 6. IN



## ORIENTACIONES FINALES PARA LOS PADRES DE FAMILIA

Una vez su hijo o hija haya terminado las actividades de esta guía, por favor pregúntele lo siguiente con el fin de verificar el proceso de aprendizaje:

- ¿Cuál fue la actividad que más te gustó y cuál fue la actividad que te pareció más difícil?
- Enséñame cómo se dicen en inglés algunas de las rutinas diarias que aprendiste.
- Enséñame cómo se describen las rutinas diarias en inglés.
- ¿Cuánto tiempo te tomó desarrollar toda la guía?
- ¿Qué recursos utilizaste para desarrollar las actividades (páginas web, libros, etc.)?

### AUTHOR(S)

|        |  |
|--------|--|
| Name   | PAULA ANDREA RUA ARCILA                        |
| Email  | paula.rua@envigado.edu.co                      |
| School | I.E. ALEJANDRO VÉLEZ BARRIENTOS sede ALMENDROS |



Way to Go Workbook 6, page 8, exercises 3 and 4

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

Lesson 2 » Lesson Title

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

|                                |          |          |          |
|--------------------------------|----------|----------|----------|
| <br><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 <sup>1</sup>\_\_\_\_\_ a shower at 5:15 am and I <sup>2</sup>\_\_\_\_\_ my bed. I <sup>3</sup>\_\_\_\_\_ breakfast at 5:50 am. My sister and I <sup>4</sup>\_\_\_\_\_ to school at 6:20 am because school <sup>5</sup>\_\_\_\_\_ at 7:00 am. We <sup>6</sup>\_\_\_\_\_ home at 3:00 pm. We <sup>7</sup>\_\_\_\_\_ our homework at 4:00 pm and then we <sup>8</sup>\_\_\_\_\_ TV or we <sup>9</sup>\_\_\_\_\_ sports. At 7:00 pm we <sup>10</sup>\_\_\_\_\_ dinner and we <sup>11</sup>\_\_\_\_\_ to sleep before 9:00 pm.

3. Think about your daily routine. Write the time you do each activity.

| Time | Activity             |
|------|----------------------|
|      | 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            |

4. Write about your own routine. Use exercise 2 and the chart in exercise 3 to help you.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Way to Go Student Book 6, page 72, exercise 6

MODULE // 2 Unit // 3 Lesson // 1

6. **Read** » Read the routine of a Latin American swimming champion. Tick (✓) true or false.



I wake up at 4.30 every day. I arrive at the pool at 5 a.m. Then, I swim for two hours. After I finish, I go home. I have breakfast before I take a shower. I go to school at 7.45 and I finish at 2.45. After school, I go swimming again. I usually arrive home for dinner at 6.30. Sometimes I'm late because I swim more.

|  | True                     | False                    |
|--|--------------------------|--------------------------|
| 1. He wakes up very early every day.                 | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. First, he takes a shower. Then, he has breakfast. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. He has breakfast at school.                       | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. He goes swimming before and after school.         | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. He always has dinner at 6.30.                     | <input type="checkbox"/> | <input type="checkbox"/> |

7. **Write** » Interview a sports star. Write four questions. Use the Useful Expressions.

Final task activity!

**Useful Expressions**

What time do you wake up?  
 What sport do you do?  
 Do you do your sport in the afternoon?  
 What do you do after practice?

8. **Speak** » Role-play. Be a sports star and an interviewer. Ask and answer questions. Vote for your favourite interview in class.

What sport do you do? → I play football.

When do you play football? → I practise every day.

What time do you practise? → I usually practise at 5.30 p.m.

What do you do before practise? → I always take a break and then eat something.



## LINKS OF IMAGENES

1. Image retrieved from <https://pxhere.com/en/photo/1626589> with a free for commercial use license.
2. Ministerio de Educación Nacional (2016). Way to go! 6th Grade. Bogotá D.C. – Colombia. P. 41. Retrieved from [www.colombiaaprende.edu.co/colombiabilingue](http://www.colombiaaprende.edu.co/colombiabilingue).
3. Image retrieved from <https://pixabay.com/illustrations/a-boy-having-shower-having-shower-4835594/> with a free for commercial use license.
4. Ministerio de Educación Nacional (2016). Way to go! 6th Grade. Bogotá D.C. – Colombia. P. 22. Retrieved from [www.colombiaaprende.edu.co/colombiabilingue](http://www.colombiaaprende.edu.co/colombiabilingue).
5. Ministerio de Educación Nacional (2016). Way to go! 6th Grade. Bogotá D.C. – Colombia. P. 21. Retrieved from [www.colombiaaprende.edu.co/colombiabilingue](http://www.colombiaaprende.edu.co/colombiabilingue).
6. Ministerio de Educación Nacional (2016). Way to go! 6th Grade. Bogotá D.C. – Colombia. P. 22. Retrieved from [www.colombiaaprende.edu.co/colombiabilingue](http://www.colombiaaprende.edu.co/colombiabilingue).
7. Ministerio de Educación Nacional (2016). Way to go! 6th Grade. Bogotá D.C. – Colombia. P. 21. Retrieved from [www.colombiaaprende.edu.co/colombiabilingue](http://www.colombiaaprende.edu.co/colombiabilingue).
8. Ministerio de Educación Nacional (2016). Way to go! 6th Grade. Bogotá D.C. – Colombia. P. 22. Retrieved from [www.colombiaaprende.edu.co/colombiabilingue](http://www.colombiaaprende.edu.co/colombiabilingue).
9. Ministerio de Educación Nacional (2016). Way to go! 6th Grade. Bogotá D.C. – Colombia. P. 81. Retrieved from [www.colombiaaprende.edu.co/colombiabilingue](http://www.colombiaaprende.edu.co/colombiabilingue).
10. Ministerio de Educación Nacional (2016). Way to go! 6th Grade. Bogotá D.C. – Colombia. P. 21. Retrieved from [www.colombiaaprende.edu.co/colombiabilingue](http://www.colombiaaprende.edu.co/colombiabilingue).
11. Image retrieved from <https://unsplash.com/photos/wYOPqmtDD0w> with a free for commercial use license.
12. Ministerio de Educación Nacional (2016). Way to go! 6th Grade. Bogotá D.C. – Colombia. P. 21. Retrieved from [www.colombiaaprende.edu.co/colombiabilingue](http://www.colombiaaprende.edu.co/colombiabilingue).
13. Ministerio de Educación Nacional (2016). Way to go! 6th Grade. Bogotá D.C. – Colombia. P. 72. Retrieved from [www.colombiaaprende.edu.co/colombiabilingue](http://www.colombiaaprende.edu.co/colombiabilingue).
14. Own elaboration using whatsapp template.
15. Image retrieved from <https://pixabay.com/vectors/smiley-face-grin-smile-happy-icon-304270/> with a free for commercial use license.
16. Image retrieved from <https://pixabay.com/vectors/smiley-emoticon-happy-face-icon-1635449/> with a free for commercial use license.
17. Image retrieved from <https://pixabay.com/vectors/smiley-emoticon-undecided-unsure-1635455/> with a free for commercial use license.