

## “BEYOND THE CLASSROOM” ENGLISH SELF-STUDY GUIDE

**School** \_\_\_\_\_ **City:** \_\_\_\_\_

**Teacher's name** \_\_\_\_\_

**Student's name** \_\_\_\_\_

**Grade** \_\_\_\_\_ **6th** **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 a repasar vocabulario sobre actividades diarias, hábitos y rutinas. Su hijo(a) deberá dedicar dos horas para desarrollar toda la guía. El trabajo aquí descrito se relaciona con las páginas 20 y 21 del libro del estudiante “Way to Go 6”, que está disponible en la página de Colombia Aprende; se adjuntaron las páginas del libro al final de la guía.

#### Actividad 1:

**Actividad de vocabulario.** Son 2 ejercicios sobre las rutinas, hábitos y actividades diarias.

#### Actividad 2:

**Actividad de Pronunciación.** Son 2 ejercicios para practicar la pronunciación de las rutinas, hábitos y actividades diarias

#### Actividad 3:

**Actividades de escucha.** Su hijo debe escuchar 2 audios para completar los ejercicios 2 y 5 de las páginas 20 y 21 del libro “Way to go 6”.

#### Actividad 4:

**Actividades de escritura.** El estudiante debe contestar las preguntas con su propia información.

#### Actividad 5:

**Actividades de gramática: Presente Simple.** Marque falso o verdadero

**Actividad 6:** Su hijo debe hacer la autoevaluación de su trabajo



Además, se ofrece ejemplos de las actividades, las respuestas correctas y recursos adicionales de apoyo. Agradecemos su colaboración supervisando que su hijo(a) complete las actividades indicadas. Al final, ustedes encontrarán una serie de preguntas de verificación de lo que su hijo(a) aprendió mediante el desarrollo de esta guía.

## WELCOME TO THIS SELF-STUDY GUIDE

This English self-study guide helps you practise daily activities, habits, and routines. All the activities are related to the topic daily routines in simple present tense. It will help to improve different skills: writing, listening, and speaking. You will find 6 activities with which you will learn about daily routines in the Corona virus pandemic.

Topic	Skill(s)	Grammar	Vocabulary	Function(s)
<b>Daily Routines</b>	Listening, Speaking, and Writing	Simple Present Tense	Daily Activities	Describing daily activities  Asking and answering questions.

## GET READY

<b>Study time needed:</b>  <b>2 Hour</b>	<b>Resources:</b>  Flashcards, dictionary, notebook, pencil, videos, Way to Go Student Book 6, Module 1, Unit 2, Lesson 1, pages 20, 21.	<b>Textbooks Links:</b>  <a href="http://www.colombiaaprende.edu.co/colombiabilingue">www.colombiaaprende.edu.co/colombiabilingue</a> .
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## LEARNING OBJECTIVES

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

- To describe daily activities, habits, and routines in small and simple texts.
- To participate in conversations with your classmates, using simple and clear language about daily activities, habits, and routines.

## LEARNING STRATEGIES




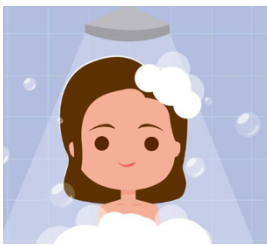

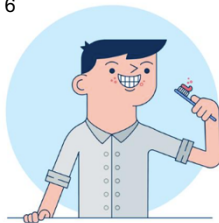

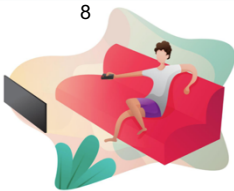

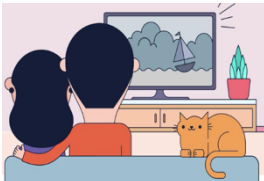

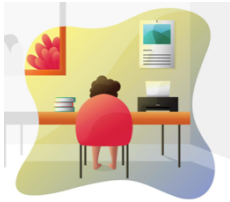
*What can you do to achieve the objectives?*

- Read the instructions for each task.
- Repeat the pronunciation of the words a few times. It can help you feel more comfortable to use them.
- Practice your listening skill by listening to varied sources of audios and videos to get more insight of pronunciation patterns.
- Listen carefully to the audios.
- Practice role play activities.
- Notice grammar rules from the texts.
- Use new words in context.

**VOCABULARY ACTIVITY (15 MINUTES)**

a) Match the activities (1-13) with the pictures. Write the number that corresponds under each image. Follow the given example:

1. Stay home (H)	2. Avoid handshaking	3. Work at home
4. Study in your house	5. Kill the virus by washing and drying your hands	6. Wear a mask
7. Make the bed	8. Take a shower	9. Watch T.V.
10. Read a book	11. Brush your teeth	12. Wake up

<p>1</p> <p><b>A</b></p> 	<p>2</p> <p><b>B</b></p> 	<p>3</p> <p><b>C</b></p> 
<p>4</p> <p><b>D</b></p> 	<p>5</p> <p><b>E</b></p> 	<p>6</p> <p><b>F</b></p> 
<p>7</p> <p><b>G</b></p> 	<p>(1)</p> <p>8</p> <p><b>H</b></p> 	<p>9</p> <p><b>I</b></p> 
<p>10</p> <p><b>J</b></p> 	<p>11</p> <p><b>K</b></p> 	<p>12</p> <p><b>L</b></p> 

**b) Choose the best answer and complete the sentences with daily routines (20 minutes)**

**Example:** She wakes up at 9:00 every day

**A. Uses hand sanitiser B. Takes a shower C. Wakes up**

1. You \_\_\_\_\_, because, this helps to prevent the virus.  
A. Brush your teeth B. Wear a mask C. Make the bed
  
2. They eat some food and \_\_\_\_\_  
A. make the bed B. take a shower/ have a shower C. brush their teeth
  
3. The students learn new things if they \_\_\_\_\_  
A. kill the virus by washing and drying their hands B. stay home C. read a book
  
4. You \_\_\_\_\_ because these can have the virus.  
A. stay home B. avoid handshaking C. work at home
  
5. If she \_\_\_\_\_, she kills virus.  
A. uses hand sanitiser B. wakes up c. watches T.V.
  
6. The boy \_\_\_\_\_ at night  
A. Watch T.V. B. Watching T.V. C. Watches T.V.

**2. Practice the pronunciation. (15 minutes)**

**a. Match the daily routine with the corresponding pronunciation. Write the sentences and listen to the pronunciation. Follow the example:**



ENGLISH SENTENCES		PRONUNCIATION	
1	<b><u>Work at home</u></b>		Brʌʃ <u>juər</u> tiθ
2	Wear a mask		ə'vɔɪd 'hænd,feɪkɪŋ
3	Wake up		<u>juːz</u> hænd sænɪtaɪzər
4	Watch T.V.		(Kil ðə vaɪrəs baɪ 'wɑːʃɪŋ ænd draɪŋ <u>juər</u> hændz)
5	Take a shower/ have a shower		(meɪk ðə bəʃə)
6	Study in your house		( <u>ɹɪd</u> ə buːk)
7	Stay home		( <u>wɑːtʃ</u> ti vi)
8	Read a book		'(stʌdi ɪn <u>juər</u> haʊs)



9	Make the bed		(Teɪk ə 'fauə / hæv ə 'fauə)
10	Kill the virus by washing and drying your hands		(steɪ həʊm)
11	Use hand sanitiser		(weɪk ʌp)
12	Avoid handshaking		(wɔɪ ə məʃk)
13	Brush your teeth	1	(wɜːk æt həʊm)

**b. Practice the dialogue between Ann and John with a family member; then make a video about this and send it to your teacher (15 minutes) (Use this <https://tophonetics.com/es/> for practicing the pronunciation)**

Ann: Hello, how are you?

Jhon: Hello, very well!

Ann: I'm glad to listen to you.

Jhon: What do you do?

Ann: I **work at home**, and what about you?

Jhon: I don't **work at home**; I **study in my house**. What do you think about the pandemic disease?

Ann: This is very difficult because you have social distancing. I have some problems with this

Jhon: Why?

Ann: I always forget to **avoid handshaking**, **use hand sanitiser**, **wash my hands and wear a mask**

Jhon: Oh! I have lots of mixed feelings about it.

Ann: I stay home all time, I perform different activities such as: **wake up**, **take a shower**, **make the bed**, **watch T.V.**, and **read a book**.

Jhon: That sounds interesting.

Ann: I'm glad to hear my dear friend. Take care of yourself and your family. Bye!

### 3. Language for instructions (15 minutes)

#### a. Review "The way to go student book" on page 20 y 21, exercise 2 y 5.

- ❖ Listen: Read Santiago's email. Listen and complete with the words in the box (exercise 2)
- ❖ Listen: Listen to Yana talking about her sister Alina. Listen and tick (✓) the activities that you hear. Discuss Alina's routine with a partner. (exercise 5)

### 4. Write: Answer the question with your own information (15 minutes)




- ❖ What time do you wake up?  
\_\_\_\_\_
- ❖ How often do you change your mask?  
\_\_\_\_\_
- ❖ Do you often read a book?  
\_\_\_\_\_
- ❖ What kind of programs do you watch on T.V.?  
\_\_\_\_\_
- ❖ Do you use hand sanitiser in your home?  
\_\_\_\_\_
- ❖ How many times do you brush your teeth?  
\_\_\_\_\_

### 5. Language awareness Grammar – Simple present tense (15 minutes)

Look at exercise 2 y 5 and notice the simple present tense Then tick (✓) false or true on the following statements:

STATEMENTS	TRUE	FALSE
1.You use <b>do not or don't</b> and <b>does not or doesn't</b> in negative sentences.	✓	
2. <b>Do</b> and <b>Does</b> are auxiliary verbs in the present simple tense.		
3.The auxiliary Do works with: YOU, SHE, HE, IT, WE, THEY, I.		
4.The auxiliary Do can be used with the pronouns I, YOU, WE, YOU, THEY.		
5.The auxiliary Does can be used with the pronouns SHE, HE, IT.		
6.The verb uses the suffixes <b>-s</b> and <b>-es</b> with the pronouns I, YOU, SHE, HE, IT, WE, YOU, THEY.		
7.SHE, HE, IT when accompanying a verb apply some rules, and they need to add the suffixes <b>-s</b> and <b>-es</b> .		
8.We use the simple present tense with routines.		

### 6. EVALUATE YOUR WORK (10 Minutes)

CHECK YOUR PROGRESS!	BRILLIANT! 13 	QUITE GOOD 14 	NOT GREAT 15 	DISCUSS WITH YOUR PARENTS, THEN ANSWER THE QUESTIONS BELOW
I can identify the activities of a daily routine.				<b>What new vocabulary did you learn about daily activities?</b>
I can write simple sentences about daily activities, routines, and habits.				<b>What kind of sentences did you learn to create?</b>



## THIS IS THE END

Congratulations, you can do amazing things! Continue practising small written texts and simple conversations about daily routines. You can check the useful resources as well. Finally, don't forget to practise the basic pandemic prevention activities.

## USEFUL RESOURCES

<https://tophonetics.com/es/>

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

<http://aprende.colombiaaprende.edu.co/es/node/94010>

## ANSWER KEY

### 1. Vocabulary activity

- a. 1 (H), 2 (B), 3 (G), 4 (L), 5 (K), 6 (E), 7 (C), 8 (D), 9 (J), 10 (I), 11 (F), 12 (A)  
b. 1.b, 2.c, 3.c, 4.b, 5.a, 6.c

### 2. Practice the conversation

- a. 1.(13)(6), 2.(12)(9), 3.(11)(2), 4.(10)(10), 5.(9)(12), 6.(8)(7), 7. (4)(11), 8.(6)(13), 9.(5)(5), 10.(7)(4), 11.(3)(1), 12. (2)(8), 13.(1)(3)

### 3. Language for instructions

#### a. Exercise on pag. 20

1. Shower 2. Breakfast 3. Homework 4. Dinner

### 5. Language awareness

A.1 T 2. T 3.F 4.T 5.T 6.F 7.T 8.T

## ORIENTACIONES FINALES PARA LOS PADRES DE FAMILIA

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

- ❖ ¿Leíste y seguiste los pasos para desarrollar las actividades?
- ❖ ¿Realizaste las actividades de la guía de manera independiente?
- ❖ ¿Cuál fue la actividad que más te gustó y cual actividad te pareció más difícil?
- ❖ ¿Crees que fue fácil o difícil la actividad 3 de escucha para desarrollar los ejercicios 2 y 5? ¿Por qué?
- ❖ ¿Qué crees que podemos hacer para practicar los diálogos en inglés?



- ❖ ¿Qué crees que puedes hacer para mejorar la escritura de oraciones y textos cortos?
- ❖ ¿Qué crees que puedes hacer para mejorar tu habilidad para entender lo que alguien dice en inglés?
- ❖ ¿Cuánto tiempo tomaste desarrollando la guía?
- ❖ ¿Qué recursos utilizaste?

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